

CAPISTRANO UNIFIED SCHOOL DISTRICT  
**BOARD REPORT**

To: Board of Trustees

From: Gregory Merwin, Associate Superintendent, Education and Support Services  
Prepared by: Refugio Gracian, Executive Director, Cultural Proficiency, Access, Equity, and Social Emotional Learning  
Laura Lyon, Assistant Superintendent, Human Resource Services

Date: July 19, 2023

Board Item: Cultural Proficiency Bi-annual Report

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**HISTORY**

This is a bi-annual information item.

**BACKGROUND**

The Cultural Proficiency Plan was approved by the Board on December 16, 2020. A report is presented to Trustees twice per school year to share progress on the implementation of the actions and services in the plan. The first report for the 2022-2023 school year was presented at the February 22, 2023, Board meeting.

**CURRENT CONSIDERATIONS**

**Progress on Cultural Proficiency Plan**

Staff has continued to make progress on the Cultural Proficiency Plan in the following areas, which are listed below with the Cultural Proficiency strategy that is addressed.

Translation

- Strategy 1.1 - Translation:
  - Staff has translated the following items into Spanish: 38 CUSD Insider articles, 18 news updates and messages to families, 12 Board agenda items, interpreters were scheduled to provide Spanish support at the last 12 Board meeting, 9 Administrative Regulations and Board Policies, 7 Capistrano Unified Council Parent Teacher Student Association News Letters, and 7 pages on the District's website. This work is in addition to translations taking place through the Office of Language Acquisition and school sites through Bilingual Community Liaison (BCL) Services.
  - Staff participated in 6 BCL and 6 District English Learner Advisory Committee (DELAC) meetings during the year to educate members on key communications information and practices, and to identify potential stories.
- Strategy 1.1 - Communications Department:

- o Published stories on CUSD Insider showcasing English learner (EL) graduates and success stories, Native American cultural events in elementary schools, and Positive Behavior Intervention Support (PBIS) programs and certifications.
- o Coordinated a tour of the Golden Bell Award presented to the Language Immersion Program. Each Language Immersion school hosted a celebration with students, teachers, staff and families on campus and displayed the bell in their front office for 1 week.

### Counseling

- Strategy 1.2- Counseling:
  - o Counselors implemented cultural proficiency lessons at all District kindergarten through grade 12 school sites.
  - o School counselors completed the following trainings during the 2022-2023 school year:
    - Section 504, Student Success Team (SST), suicide prevention, uniform parent counseling consent process, risk assessment protocols, certificate vs diploma tracks for students with Individualized Educational Programs, legislation for educational school counseling processes, PBIS review, child find, and other well-being related services.

### Professional Learning

- Strategy 1.1 - Professional Learning:
  - o Every District school has now completed Tier 1 PBIS
    - The District has partnered with the Orange County Department of Education (OCDE) to begin PBIS Tier 2 training during the 2023-2024 school year. Staff is in the process of identifying 10 schools to participate in PBIS Tier 2 training during the 2023-2024 school year.
    - The following 15 sites are working towards gaining PBIS Gold, Silver, Bronze, or Platinum recognition, up from 7 sites during the 2021-2022 school year:
      - Castille Elementary School, Clarence Lobo Elementary School, Concordia Elementary School, Don Juan Avila Elementary School, George White Elementary School, Hidden Hills Elementary School, Moulton Elementary School, Palisades Elementary School, Reilly Elementary School, Tijeras Creek Elementary School, Viejo Elementary School, Wagon Wheel Elementary School, Don Juan Avila Middle School, Marco Forster Middle School, and Shorecliffs Middle School.
- Strategy 1.1 – Adults will support a positive climate and culture:
  - o All District school sites established site cultural proficiency and social emotional goals, action steps, and success indicators for the 2022-2023 school year:
    - Site Cultural Proficiency Goals (Addendum #1)
- Strategy 2.1 - Professional Learning:

- o Six all-day Restorative Practices Trainings were provided during the 2022-2023 school year. A total of 131 teachers, classified staff, and managers attended the training focused on restorative practice implementation.
- o The following courses are being offered during the 2023 Summer Professional Learning Academy: Restorative Practices, Mindfulness, Youth Mental Health, and Trauma-Informed Care.
- Strategy 3.1 - Professional Learning:
  - o The third Access and Equity Cohort completed their certification process. This 10 day training strengthens the knowledge of participants in Cultural Proficiency concepts to address issues of inequity, and to increase access and opportunities for all students. The Cohort consisted of teachers, site administrators, and district administrators.
  - o A fourth Access and Equity Cohort has been scheduled for the 2023-2024 school year. Participants will take part in this third opportunity to continue to build Cultural Proficiency Leaders throughout the District.
  - o The following school sites were officially designated No Place for Hate school sites for the 2022-2023 school year:
    - Aliso Niguel High School
    - Don Juan Avila Middle School
    - Ladera Ranch Middle School
    - Oak Grove Elementary School
    - RH Dana Elementary School
    - San Clemente High School
    - Vista Del Mar K-8
    - Wood Canyon Elementary School

#### Cultural Proficiency Diversity, Equity, and Inclusion Leadership

- Strategy 3.1 - Professional Learning
  - o The Diversity, Equity, and Inclusion (DEI) Leadership team continues to meet monthly to review current Cultural Proficiency related concepts and implementation data.
  - o The DEI Guiding Coalition team met quarterly to offer Cultural Proficiency implementation suggestions to the DEI Leadership team

#### Cultural Proficiency Team Resources

- Strategy 3.1 - Cultural Proficiency Team Resources:
  - o Implementation of Cultural Proficiency Site Goals have been developed and are being implemented at every school site. School sites will use their experiences in implementing their 2022-2023 Cultural Proficiency Site Goals to reflect and enhance their Cultural Proficiency Site Goals for the 2023-2024 school year.

#### College and Career Centers

- Strategy 6.2: Educate and empower students on A-G requirements and choices and support their self-advocacy.

- o College and career counselors were able to increase their 1:1 appointments this year by 66.3 percent. Futureology focused on first generation students and were able to increase appointments by 88 percent. Another area of focus was on EL students and 1:1 appointments increased by 67.7 percent.
- o Financial aid was also a big focus for Futureology. The District's class of 2023 is 5.6 percent higher than the county and 9.6 percent higher than the state in student financial aid application submission. Aliso Niguel High School and Tesoro High School were on the state's top 10 most improved schools for financial aid submission. This breaks down the financial barrier some students face when pursuing post secondary education.
- o College and career counselors will increase for the 2023-2024 school year, and students will have access to a counselor at each of the comprehensive school sites in the high school's College and Career Centers. Futureology counselor hours have been modified to ensure Tier 1 college and career instruction during the school day. Counselors provide lessons focused on college admissions, financial aid, essay writing, building college lists, career exploration, and community college.
- o College and Career Advantage (CCA) will be increasing the number of Career Guidance Specialists (CGSs) to 6 to share the College and Career Centers with the counselors. This will ensure that students have access to college and career information. CGSs have taken the lead in helping students enroll in College@Capo dual enrollment classes. Providing application workshops and ensuring students complete the matriculation process.
- o CCA and the District will continue to collaborate to provide Career Technical Education tours for counselors and school staff to increase knowledge of the programs offered and share with students the opportunities available to them. A career fair will also be provided in the 2023-2024 school year where students will have the opportunity to meet with local employers.

### Staff Recruitment

- Strategy 4.1: Examine recruiting, hiring and placement practices, onboarding strategies, and staff retention data.
  - o **Spring Recruitment and Hiring Fairs**  
Human Resource Services (HRS) staff have been attending University, Community College, and County Office recruitment and hiring fairs. Staff attended fairs at Concordia, Fullerton, OCDE, University of California Irvine, California State University Long Beach, and Saddleback College. HRS staff met with transitional kindergarten through grade 12 certificated teachers, education specialists, new and veteran teachers and administrators, community college students, graduates interested in classified positions, and recent graduates interested in single subject or multiple subject positions. At the hiring fairs staff collect resumes, promote the District, give out swag, answer questions, collect contact information, and follow up with interested applicants to support them in applying for open positions.
  - o **Saddleback College Partnership and High School Recruitment**

HRS coordinated outreach efforts with the comprehensive high schools and targeted graduating seniors who are interested in pursuing careers in education. Staff presented at Aliso Niguel High School and have asked all site administrators to send out information at the other high schools. HRS is sharing information regarding classified jobs that graduating seniors can apply for – part time and at various sites, with a focus on the Paraeducator and Student Supervisor positions. The District is partnering with Saddleback College on a pilot education pathway program for students who are attending Saddleback and want to work for the District at the same time. Students can earn a degree in Elementary Teacher Education, Child and Adolescent Development and Liberal Studies through Saddleback’s education pathway; in addition, those who enroll in that program and wish to work at the District will be offered an efficient, cost-saving, and alternative pathway to be hired and onboarded.

o **Back to School Capo Hiring Fair**

In addition to hosting centralized interviews throughout the summer for paraeducator positions, HRS will host a hiring fair on Monday, July 24, 2023, and do on-site screening and interviewing for hard to fill positions (Paraeducators, Supervisors, Licensed Vocational Nurses, Bus Drivers, Food Service and more). Staff will offer all screened applicants an onsite interview and the opportunity to return on Friday July 28, 2023, for no cost fingerprinting and Tuberculosis screening. All marketing materials have been reviewed to ensure inclusivity.

Academics - A-G Completion:

- Strategy 6.1: Presentation to EL parents at middle school and high school ELAC meetings
  - o Futureology staff presented at the March 16, 2023, DELAC on A-G requirements
  - o On March 29, 2023, Shorecliffs Middle School, Vista Del Mar K-8, and San Clemente High School had a combined ELAC meeting in which Futureology staff presented on A-G requirements. This meeting by high school “families” allowed parents to have discussions on how to support college and career opportunities starting at the middle school level.

Safety and Student Services

- Strategy 2.1: Examine and improve discipline policies through a Cultural Proficiency lens and educate adults on those practices (from Goal 2: Behavior-Suspensions)
  - o School discipline handbooks at the high school, middle school, and elementary school levels have been thoroughly reviewed and revised. This comprehensive revision process ensures consistency and reinforces the commitment to an inclusive learning environment.
  - o While awaiting the official release of the 2022-2023 suspension and expulsion data, staff remain encouraged by the positive trends observed in previous years. The reduction in disciplinary actions during the 2017-2018 and 2018-2019 years reflects the effectiveness of cultural proficiency practices. Staff will provide this data when it is reported by the California Department of Education, which is expected in November 2023.

- o Through ongoing education and collaboration with staff, staff continue to foster equitable and fair disciplinary practices. The focus on cultural proficiency empowers the school community to address disparities and biases. By creating an environment that values students' unique experiences, the District aims to cultivate positive behavior and enable every student to thrive.

**FINANCIAL IMPLICATIONS**

There is no financial impact.

**STAFF RECOMMENDATION**

This is an information item only and no Board action is necessary.

**PREPARED BY:** Refugio Gracian, Executive Director, Cultural Proficiency, Access, Equity, Social Emotional Learning  
Laura Lyon, Assistant Superintendent, Human Resource Services

**APPROVED BY:** Gregory Merwin, Associate Superintendent, Education and Support Services



2022-2023 Site

Cultural Proficiency Goals

# Elementary Schools



**School:** Ambuehl ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by CHKS, increase in PBIS award winners, and increase in special education inclusivity.

**Action Steps:**

- Input data on students winning punch cards and Teacher participation
- Character Counts Awards
- Increase prize motivation for PBIS
- Ability Awareness Week
- Model mainstreaming
- EOY reverse mainstreaming
- All documents go out in English/Spanish

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Increase in PBIS punch card winners	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increase in PBIS punch card winners	<ul style="list-style-type: none"> <li>● Input data on students winning punch cards and Teacher participation</li> </ul>
Inclusivity survey increase in school connection MOY/EOY	Met <b>Reflection (Action Steps Completed/ Data):</b>	Inclusivity survey increase in school connection MOY/EOY	<ul style="list-style-type: none"> <li>● Character Counts Awards</li> <li>● Increase prize motivation for PBIS</li> <li>● Ability Awareness Week</li> </ul>



**School:** Arroyo Vista K-8

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by a pre/post survey regarding school climate for both students and staff.

**Action Steps:**

- Identify a limited number of essential academic and social behaviors
- Determine how students will demonstrate mastery of each essential behavior
- Designate process to systematically teach essential behaviors across the school
- Design targeted privileges and recognitions to promote positive behavior
- Monitor essential social and academic behaviors
- Teachers will be trained with a schoolwide Positive Behavior Intervention & Support (PBIS) plan to promote a positive school culture.
- PBIS recognition data

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Decrease in office referrals.	<p>Partially Met ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b> We have to go back and look at our data.</p>	Forming a K-8 PBIS Team	K-8 PBIS team participated in training with OCDE at DO
Increased percentage of students recognized for positive PBIS behavior	<p>Met ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b> We increased the number of students being recognized for positive behavior by implementing new and different ways</p>	Successful implementation of PBIS practices	<ul style="list-style-type: none"> <li>● Teachers will be trained with a schoolwide Positive Behavior Intervention &amp; Support (PBIS) plan to promote a positive school culture.</li> <li>● PBIS recognition data</li> </ul>
Successful implementation of PBIS practices	<p>Partially Met ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b> We have Wildcat Week for MS at the start of the year. Refresher activities through Primetime throughout the year</p>		



**School:** Bathgate ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by increasing access to communication and information.

**Action Steps:**

- Develop a SEL guiding coalition to plan and implement school wide activities to promote inclusiveness
- Develop survey with SEL guiding coalition and give to students Grades 2-5
- Survey data will be analyzed and plan will be put in place to work on deficits
- Work with BCL on translations of Blazer Bulletin
- Work with EL Advisor and BCL to address needs of EL families from needs assessment administered prior to first ELAC meeting
- Provide guidance to BCL in regards to questions families have and conversations she has with EL families.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Decrease in number of referrals during recess	Met <b>Reflection (Action Steps Completed/ Data):</b> 200 in 2021 to 100 in 2022	Decrease in number of referrals during recess	Partially Met August-13, September-26, October-24, November-7, December-18, January-12, and February-20 Action Steps: PBIS assemblies Kindness week Monthly recognitions Student supervisor raffle BEST raffle and store
Improvement in positive school climate as reflected in student survey pre/post results	Not Met <b>Reflection (Action Steps Completed/ Data):</b>	Improvement in positive school climate as reflected in student survey pre/post results.	Select SEL survey in November and March Results



<p># of parent conferences BCL is utilized to translate</p>	<p><b>Met</b>   Reflection (Action Steps Completed/ Data):</p>	<p># of parent conferences BCL is utilized to translate</p>	<p><b>Met</b>   A part-time BCL was hired in November and attends all Parent-Teacher Conferences.</p>
<p># of weekly Blazer Bulletins</p>	<p><b>Met</b>   Reflection (Action Steps Completed/ Data):</p>	<p># of weekly Blazer Bulletins translated</p>	<p><b>Met</b>   All Blazer Bulletins and PTA are translated into Spanish.</p>
		<p># of Talking Points messages sent/receive</p>	<p><b>Met</b>   From August 2022-March 2023 a total of 18,922 messages were sent and received.</p>
		<p>Decrease in students feeling harassed at school (+13% according to 2021 CHKS survey)</p>	<p><b>Not Met</b>   CHKS was administered in January (51% of students participated). Results will be distributed in August 2023.</p>



School: T. Benedict ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by PBIS, Counseling, Discipline (Aeries) data, and site student survey.

**Action Steps:**

- Staff with Counselor on an ongoing basis to coordinate tailored second step lessons
- Staff with GLs regularly to coordinate GL assemblies w/Principal to target nonpreferred behaviors.
  - 5th Grade Behavior Tune Up 11/3/22
- Use Fall Happy Kids Survey Data to drive PBIS planning
  - SEL Plan Fall 2022 Student Responses:
  - SEL Plan Spring 2023 Student Responses:
  - Happy Kids Data Comparison and Analysis:

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met, Reflection (Data)	2022/23	Action Steps																
	<p>Partially Met</p> <p>Reflection (Action Steps Completed/ Data):</p>	<p>2022/23</p> <ul style="list-style-type: none"> <li>● Improved Spring Happy Kids Survey Data as compared to Fall</li> </ul>	<p>Met</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>FALL '22 (297) Positive Response %</th> <th>SPRING '23 (257) Positive Response %</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Excited for school</td> <td>97.3</td> <td>93</td> <td>-4.3 (8 v 18)</td> </tr> <tr> <td>Friends at recess</td> <td>99</td> <td>98.8</td> <td>-.2 (3 v 3)</td> </tr> <tr> <td>Included by peers</td> <td>97.6</td> <td>96.9</td> <td>-.7 (7 v 8)</td> </tr> </tbody> </table>	Topic	FALL '22 (297) Positive Response %	SPRING '23 (257) Positive Response %	Change	Excited for school	97.3	93	-4.3 (8 v 18)	Friends at recess	99	98.8	-.2 (3 v 3)	Included by peers	97.6	96.9	-.7 (7 v 8)
Topic	FALL '22 (297) Positive Response %	SPRING '23 (257) Positive Response %	Change																
Excited for school	97.3	93	-4.3 (8 v 18)																
Friends at recess	99	98.8	-.2 (3 v 3)																
Included by peers	97.6	96.9	-.7 (7 v 8)																

Teachers care	99.3	98.4	-9 (2 v 4)
Teachers Listen	99	99.6	+6 (3 v 1)
Teachers know you	96.6	95.7	-9 (10 v 11)
Teachers validate	97.3	99.6	+2.3 X (8 v 1)
Teacher see potential	99.7	99.6	-.1 (1 v 1)
Teachers expect best	99.7	99.6	-.1 (1 v 1)
Follow class rules	99.7	100	+3 (1 v 0)
Follow recess rules	99	99.6	+6 (3 v 1)
Listen to teacher	100	99.6	-4 (0 v 1)
Nice to peers	99.7	100	+3 (1 v 0)
*Speak up if bothered	92.5	89.9	-2.6 (22 v 26)
Upstander	99	99.2	+2 (3 v 2)

			<p>What does the data tell us?</p>
			<p>Discoveries:</p> <ol style="list-style-type: none"> <li>12:15 survey topics showed high performance and only insignificant (+/- &lt;1%) change from Fall to Spring.</li> <li>Fall survey included 297, while Spring included 257.</li> <li>Kids were more excited for school in Fall than Spring -4.3 (8 v 18 ).             <ul style="list-style-type: none"> <li>Not surprising</li> <li>Possible way to address through speakers and assemblies to motivate, engage and inspire..</li> <li>Consider timing of survey and what is happening on site to ensure valid data (Spring survey taken on first day back from vacation)</li> <li>Upcoming pilot for Tier I weekly check ins online, w data for site to respond</li> </ul> </li> <li>Teachers validate student efforts was a high area that showed highest growth (+2.3%).             <ul style="list-style-type: none"> <li>Validate staff in order to promote continued validation of student efforts.</li> </ul> </li> <li>Will students speak up if bothered was the lowest data from Fall and further decreased 2.6% in Spring.             <ul style="list-style-type: none"> <li>Possible wording concern, based on conversation with one negatively responding student.</li> <li>PBIS reworded this question for Fall 23-24</li> <li>PBIS to coordinate increased PTA sponsored (and PBIS friendly) guest speakers and assemblies. This will free up the counselor to focus second step lessons on accessing site (and home) supports and upstanding.</li> </ul> </li> </ol>

<p><b>Partially Met</b> ▾</p> <p>Reflection (Action Steps Completed/ Data):</p>	<ul style="list-style-type: none"> <li>Improved Spring Discipline Distribution Report as compared to 2021-22</li> </ul>	<p><b>Met</b> ▾</p> <p>Behavioral Data Comparison</p> <table border="1"> <thead> <tr> <th>Behavior</th> <th># Incidents '21-'22</th> <th># Incidents '22-'23</th> <th>% Change</th> </tr> </thead> <tbody> <tr> <td>*Cause/Attempt Injury</td> <td>6</td> <td>8 (*1 repeat)</td> <td>+33%</td> </tr> <tr> <td>Disruption/Defiance</td> <td>2</td> <td></td> <td>-200%</td> </tr> <tr> <td>Bully/Harassment</td> <td>1</td> <td></td> <td>-100%</td> </tr> <tr> <td>Complaint Bullying</td> <td>6</td> <td>4 (*1 repeat)</td> <td>-50%</td> </tr> <tr> <td>Defiance</td> <td>5 (*all same student)</td> <td></td> <td>-500%</td> </tr> <tr> <td>Obscene Behavior</td> <td>1</td> <td></td> <td>-100%</td> </tr> <tr> <td>Physical Contact</td> <td>12 (*1 repeat)</td> <td>8 (*2 repeat)</td> <td>-50%</td> </tr> <tr> <td>Technology Violation</td> <td>1</td> <td></td> <td>-100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Asterisk indicates student with behavioral service or support at time or after incident</li> <li>All repeat behaviors by student with behavioral service or support at time or after incident</li> </ul>	Behavior	# Incidents '21-'22	# Incidents '22-'23	% Change	*Cause/Attempt Injury	6	8 (*1 repeat)	+33%	Disruption/Defiance	2		-200%	Bully/Harassment	1		-100%	Complaint Bullying	6	4 (*1 repeat)	-50%	Defiance	5 (*all same student)		-500%	Obscene Behavior	1		-100%	Physical Contact	12 (*1 repeat)	8 (*2 repeat)	-50%	Technology Violation	1		-100%
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Physical Contact	12 (*1 repeat)	8 (*2 repeat)	-50%																																			
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School: Bergeson ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by ...reduced referrals to office as compared with data from 2019-20 (up to March) (numerical goal?)

**Action Steps:**

- Counselor provides lessons based on data
- Student ambassadors
- Second Step and Cultural Proficiency Lessons in Classroom
- Monthly cultural and diversity celebrations
- PBIS Bergeson Best Tickets
- Increased PBIS recognition efforts
- Guiding teachers to build trusting relationships with students
- Review and guide playground expectations with students.
- Training playground supervisors in conflict resolution skills
- Lunch Bunch Counseling
- California Healthy Kids Survey data
- Monthly data meetings with counselor

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Aeries behavior data - referrals, suspension data	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Reduction in Aeries behavior data - referrals, suspension data	<ul style="list-style-type: none"> <li>● Guiding teachers to build trusting relationships with students</li> <li>● Review and guide playground expectations with students.</li> <li>● Training playground supervisors in conflict resolution skills</li> </ul>
Select	<b>Reflection (Action Steps Completed/ Data):</b>	Increase student connectedness data	<ul style="list-style-type: none"> <li>● PBIS Bergeson Best Tickets</li> <li>● Increased PBIS recognition efforts</li> </ul>



			<ul style="list-style-type: none"> <li>• Guiding teachers to build trusting relationships with students</li> <li>• California Healthy Kids Survey data</li> </ul>
Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>		Teach students about the value of diversity	<ul style="list-style-type: none"> <li>• Second Step and Cultural Proficiency Lessons in Classroom</li> <li>• Monthly cultural and diversity celebrations</li> </ul>



School: Canyon Vista ES

**Cultural Proficiency Goal:**

All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community with opportunities for meaningful participation and improve caring relationships measured by the PBIS Tiered Fidelity Inventory, PBIS self assessment survey, behavior data, and the CHKS.

**Action Steps:**

- Tier 1 PBIS with emphasis on Respect, Readiness and Responsibility in all school settings.
  - Review and revise school-wide and classroom expectations based on student input.
  - Review and revise incentive menus at each grade level based on student input.
  - Use Croc Cash and Croc Awards to acknowledge positive behavior.
  - Use different colors of Croc Cash for lunch and the playground.
  - Create and present 3 assemblies throughout the school year.
- Set clear expectations for before/after school supervision duties.
- Develop and continue a Cultural Proficiency Committee.
- All staff follow student behavior management flow chart
- Continue PD on restorative circles/justice.
- Engagement PD focusing on meaningful participation and meaningful relationships.
- Review CHKS survey
  - Review CHKS with staff and leaders contribute to a plan to improve areas identified as needs
- Counselor Second Step Lessons and district approved cultural proficiency lesson at each grade level with focus on empathy.
- Work with the school counselor, ASB, parents, and leadership team to implement a school-wide “Kindness” initiative with emphasis on acceptance of differences.
- Monthly Cultural Proficiency messages using our school messenger to communicate this to our families.
- Develop events that celebrate monthly cultures and diversity including flag assembly celebrating the cultural differences in our community.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Desired Level of Performance Team Operating Procedures	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Desired Level of Performance Team Operating Procedures	<ul style="list-style-type: none"> <li>● Engagement PD focusing on meaningful participation and meaningful relationships.</li> </ul>

<p>Feedback and Acknowledgement Faculty Involvement Community Involvement</p>	<p>Feedback and Acknowledgement Faculty Involvement Community Involvement</p>		
<p>EOY 21-22</p>		<p><b>Met</b> <span style="color: green;">▾</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	
<p>Adults in school make an effort to get to know you? (increase in "Always" decrease in "Sometimes, 0% "Never")</p>	<p>Adults in school make an effort to get to know you?</p>	<p><b>Met</b> <span style="color: green;">▾</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• Tier 1 PBIS with emphasis on Respect, Readiness and Responsibility in all school settings</li> </ul>
<p>Students at your school try to stop bullying when they see it (increase in "Always" decrease in "Sometimes, 0% "Never") 2021-22</p>	<p>Students at your school try to stop bullying when they see it (increase in "Always" decrease in "Sometimes, 0% "Never") 2021-22</p>	<p><b>Met</b> <span style="color: green;">▾</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• Tier 1 PBIS with emphasis on Respect, Readiness and Responsibility in all school settings</li> <li>• Monthly Cultural Proficiency messages using our school messenger to communicate this to our families.</li> <li>• Develop events that celebrate monthly cultures and diversity including flag assembly celebrating the cultural differences in our community.</li> </ul>
<p>No bullying reports 0 Suspensions</p>	<p>No bullying reports 0 Suspensions</p>	<p><b>Met</b> <span style="color: green;">▾</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• All staff follow student behavior management flow chart</li> <li>• Continue PD on restorative circles.</li> </ul>



School: Castille ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by ... Decreasing last year’s AERIES behavioral data of 47 counts of physical contact to no more than 40 (decrease by 15%).

**Action Steps:**

- Create a parent/student handbook
- Provide handbook to parents for signature
- Collect signed parent/student handbook
- Host discipline assemblies known as “station rotations” to teach expected behaviors a minimum of two times per year
- Use PAWS awards to reward positive behaviors
- Share how students can earn a PAWS award each week
- Create a positive school culture by encouraging kindness shirts on Wednesdays
- Implement kindness spotlight at every Friday Flag
- Reward student who is highlighted for kindness with recognition in front of the entire school
- Utilize PAL for conflict mediation - “PAL Patrol”
- Second Step Lessons
- Restorative Justice Practices
- Class meetings a minimum of 1 x per week
- Model class meetings during staff meetings
- Attend PBIS trainings provided by OCDE
- Design and implement 3 No Place for Hate Activities
- Receive ADL/No Place for Hate accreditation

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
	<div style="border: 1px solid gray; padding: 5px; display: inline-block; background-color: #e0ffe0;">Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	Aug 2022	<ul style="list-style-type: none"> <li>● Create a parent/student handbook</li> <li>● Provide handbook to parents for signature</li> <li>● Collect signed parent/student handbook</li> </ul>

	<p><b>Met</b> ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Aug 2022 &amp; Jan 2023</p>	<ul style="list-style-type: none"> <li>• Host discipline assemblies known as “station rotations” to teach expected behaviors a minimum of two times per year</li> </ul>
	<p><b>Met</b> ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Ongoing - daily</p>	<ul style="list-style-type: none"> <li>• Use PAWS awards to reward positive behaviors</li> <li>• Share how students can earn a PAWS award each week</li> <li>• Create a positive school culture by encouraging kindness shirts on Wednesdays</li> <li>• Implement kindness spotlight at every Friday Flag</li> <li>• Reward student who is highlighted for kindness with recognition in front of the entire school</li> </ul>
	<p><b>Partially Met</b> ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Change of counselors in Dec 2022</p>	<ul style="list-style-type: none"> <li>• Utilize PAL for conflict mediation - “PAL Patrol”</li> </ul>
	<p><b>Met</b> ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Second Step Lessons</li> </ul>
	<p><b>Met</b> ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>4 staff trained in fall 2022</p>	<ul style="list-style-type: none"> <li>• Restorative Practices</li> </ul>



**School:** Chaparral ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding empathy for both students and staff.

**Action Steps:**

- Work with the PBIS Team to create a survey that will measure students’ understanding of SEL and the value of cultural diversity.
- Complete the pre-survey for grades 2-5 by the end of November.
- Review the Pre-survey with the PBIS Team to determine patterns or areas of deficit that need support.
- Provide SEL PD for students and staff to include lessons of empathy, respecting others, monthly contributions/celebrations of different cultures and recognizing differences.
- Meet with Cuco from the District for his input and recommendations to improve our SEL health and value our cultural diversity of the Chaparral Community
- Meet monthly with the PBIS Team to monitor progress of the goal. Look at data in SWIS and determine if there are patterns that need to be addressed
- Complete a post-survey in April/May 2022 and evaluate change in responses to SEL and cultural diversity questions.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
<p>Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of the SEL/Cultural Awareness pre and post-surveys.</p>	<p>Partially Met  <b>Reflection (Action Steps Completed/ Data):</b>                      We conducted two surveys with varying questions. The survey completed in Nov. 2021 focused on _____                      The second survey completed in the spring of 2022 focused on _____</p>	<p>Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of the SEL/Cultural Awareness pre and post-surveys.</p>	<ul style="list-style-type: none"> <li>• Complete the pre-survey for grades 2-5 by the end of November.</li> <li>• Complete a post-survey in April/May 2022 and evaluate change in responses to SEL and cultural diversity questions.</li> </ul>
<p>The number of the behavior referrals from the beginning of the year as compared to the end</p>	<p>Partially Met  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>The number of the behavior referrals from the beginning of the year as compared to</p>	<ul style="list-style-type: none"> <li>• Work with the PBIS Team to create a survey that will measure students’ understanding of SEL and the value of cultural diversity.</li> </ul>



of the year.		the end of the year.	<ul style="list-style-type: none"><li>• Review the Pre-survey with the PBIS Team to determine patterns or areas of deficit that need support.</li></ul>
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**School:** Concordia ES

**Cultural Proficiency Goal:** By May of 2023, improvement in school climate will result in 5% or greater increase in Social Emotional Learning Supports as reported by identified student groups on the CHKS grades 5th grade question for Social Emotional Learning Supports (4 items) Does your school help students resolve conflicts with one another? Does your school teach students to understand how other students think and feel? Does your school teach students to feel responsible for how they act? Does your school teach students to care about each other and treat each other with respect?

**Action Steps:**

Student:

- Counselor to provide targeted lessons using the Second Step based on data results.
- Collect school-wide data on assertive discipline each trimester.
- School wide Kindness activities each month
- In classrooms, teach and review school expectations frequently and implement a positive behavior system.
- Develop a plan for PBIS focused school-wide assemblies; 3 per year.

School Staff:

- Grade Level attendance to PBIS assembly
  - Revisit PBIS throughout the year in classroom using PBIS slides
  - Participation in "Oh Behave" with district staff
  - School wide implementation of the kindness campaign
  - PBIS committee led by counselor
  - Implementation of CHKS survey
  - Complete school wide Implicit Bias professional development for staff (2020-2022)
- Community Connection:
- Weekly Newsletter including information on PBIS and SEL resources.
  - Weekly acts of kindness stated during Friday Flag
  - Kindness Pledge shared with community through school messenger
  - PTA school wide plan for a Kindness Campaign
  - Counselor corner web page with resources for families on health services and referring students for support.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Weekly meetings with	Partially Met ▾	● PBIS Slides and	● In classrooms, teach and review school

<p>counselor post-surveys.</p>	<p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>assembly sign ups</p>	<p>expectations frequently and implement a positive behavior system.</p> <ul style="list-style-type: none"> <li>• Develop a plan for PBIS focused school-wide assemblies; 3 per year.</li> <li>• Grade Level attendance to PBIS assembly</li> <li>• Revisit PBIS throughout the year in classroom using PBIS slides</li> <li>•</li> </ul>
<p>Assertive discipline data</p>	<p><span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px;">Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• PBIS committee meeting notes</li> </ul>	<p>PBIS Committee meets once a month.</p> <p>PBIS Committee develops systems for progressive discipline and positive incentives.</p>
<p>Number of PBIS trainings</p>	<p><span style="background-color: #ffcdd2; border-radius: 50%; padding: 2px;">Partially Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• PBIS Matrix</li> </ul>	<p>Revised and placed in all classrooms and areas of the school.</p>
<p>Counselor schedule for Second Step classroom lessons</p>	<p><span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px;">Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• Kindness Pledge</li> </ul>	<p>Communicated and completed by all families</p> <p>Kindness Weekly Challenge provided every Friday.</p> <p>Kindness T-Shirts worn every Friday</p> <p>Development of the Kindness Committee</p>
<p>Number of students referred to counselor</p>	<p><span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px;">Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• CHKS survey data</li> </ul>	<p>No Results yet</p>
<p>Needs Assessment data</p>	<p><span style="background-color: #ffcdd2; border-radius: 50%; padding: 2px;">Partially Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• Kindness activity calendar</li> </ul>	<p>Community Connection:</p> <ul style="list-style-type: none"> <li>• Weekly Newsletter including information on PBIS and SEL resources.</li> <li>• Weekly acts of kindness stated during Friday Flag</li> <li>• Kindness Pledge shared with community</li> </ul>

			<p>through school messenger</p> <ul style="list-style-type: none"> <li>• PTA school wide plan for a Kindness Campaign</li> <li>• Counselor corner web page with resources for families on health services and referring students for support.</li> </ul>
CHKS survey results	<p><b>Met</b> ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• Needs Assessment Data</li> </ul>	
School wide incentive system for PBIS	<p><b>Met</b> ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<ul style="list-style-type: none"> <li>• Counselor and PTA meeting</li> </ul>	Collaboration with counselor and PTA on developing Kindness Campaign.
Students applying their SEL lessons and knowledge of empathy when problem solving, working in small groups and interacting with peers as observed by teachers, student supervisors, counselors and Admin. Cultural Responsive action plan	<p><b>Met</b> ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>		



**School:** Del Obispo ES

**Cultural Proficiency Goal:** Create an environment of inclusivity for all students, staff and faculty. Del Obispo will focus on learning engagement to increase teacher efficacy and teacher/student connectivity to improve learning and relationships.

**Action Steps:**

- Del Obispo will use data from a student survey given to students in grades 2 - 5. It will be administered in February and May. Results will be compared and used for 2022 - 2023 school year. Student Survey
- Student council (elected 5th graders) will take a leadership role in creating positive, fun school events.
- Del Obispo classes will participate in a Big Buddy, Little Buddy program to build cross-age relationships to reduce bullying and promote a positive school culture. Big/Little buddies will participate in monthly Buddy Reading activities.
- Del Obispo will continue to review “Student Rules and Behavior Expectations” every trimester with a PBIS presentation.
- Del Obispo will promote positive student behavior on campus and at lunch with our 7C’s and the Golden Lunchbox incentive.
- Del Obispo will continue to use the Messenger System weekly to communicate timely information with families.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Students will share their opinions on 8 questions about school environment and teacher relationships. This data will be used to increase student connectivity.	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Students will share their opinions on 8 questions about school environment and teacher relationships. This data will be used to increase student connectivity.	<ul style="list-style-type: none"> <li>• Del Obispo will use data from a student survey given to students in grades 2 - 5. It will be administered in February and May. Results will be compared and used for 2022 - 2023 school year. <u>Student Survey</u></li> </ul>
Del Obispo will compare CHKS 20 - 21 data with 21 - 22 data to increase “Meaningful participation	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Del Obispo will compare CHKS 20 - 21 data with 21 - 22 data to increase “Meaningful	<ul style="list-style-type: none"> <li>• Del Obispo classes will participate in a Big Buddy, Little Buddy program to build cross-age relationships to reduce bullying and promote a positive school culture.</li> </ul>



<p>at school" from 34% to 85%.</p>		<p>participation at school" from 34% to 85%.</p>	<p>Big/Little buddies will participate in monthly Buddy Reading activities.</p> <ul style="list-style-type: none"> <li>• Del Obispo will continue to review "Student Rules and Behavior Expectations" every trimester with a PBIS presentation.</li> <li>• Del Obispo will promote positive student behavior on campus and at lunch with our 7C's and the Golden Lunchbox incentive.</li> <li>• Del Obispo will continue to use the Messenger System weekly to communicate timely information with families.</li> </ul>
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School: Don Juan Avila ES

**Cultural Proficiency Goal: 2022-2023:** As measured by a survey of 2nd-5th graders using select questions from the California Healthy Kids Survey and the No Place For Hate Climate Survey, student ratings for perception and self-reflection on kindness, empathy and support, and respect and responsibility will increase as described below.

2022-2023:

- Develop and administer SEL survey for 2nd-5th grade students based on questions from California Healthy Kids Survey and No Place for Hate Climate Survey
- Give SEL survey assessment as a pre-test (October) and a post-test (May)
- Collaborate with counselor to review SEL data from other sources
- Support counselor in facilitating SEL lessons targeted in these areas
- Counselor to provide staff PD on strategies to increase perception of and personal commitment to these areas
- Work with student council to develop activities that promote caring relationships, high expectations, and positive behavior
- Maintain social media accounts to celebrate school and student excellence and build community connection
- Work with PTA to build school connection
- Implement No Place for Hate activities targeting identified needs
- Continue PBIS implementation with a focus on these characteristics and perceptions

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Increase in attendance, engagement, and academic performance	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Increase in attendance, engagement, and academic performance	<ul style="list-style-type: none"> <li>● Work with student council to develop activities that promote caring relationships, high expectations, and positive behavior</li> <li>● Work with PTA to build school connection</li> </ul>
Decrease in negative student behaviors	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in negative student behaviors	<ul style="list-style-type: none"> <li>● Work with student council to develop activities that promote caring relationships, high expectations, and positive behavior</li> <li>● Implement No Place for Hate activities targeting identified needs</li> <li>● Continue PBIS implementation with a focus</li> </ul>

<p>California Healthy Kids Survey data</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increased connection data from California Healthy Kids Survey data</p>	<p>on these characteristics and perceptions</p> <ul style="list-style-type: none"> <li>• Work with student council to develop activities that promote caring relationships, high expectations, and positive behavior</li> <li>• Implement No Place for Hate activities targeting identified needs</li> <li>• Continue PBIS implementation with a focus on these characteristics and perceptions</li> </ul>
<p>Locally created SEL survey data growth as follows:</p> <ul style="list-style-type: none"> <li>• Caring Relationships 85.9% to goal = 90.0%</li> <li>• High Expectations 89.8% to goal = 94.8%</li> <li>• Positive Behavior 96.6% to goal = 98.6%</li> </ul>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Locally created SEL survey data growth as follows:</p> <ul style="list-style-type: none"> <li>• Kindness 84.07% to goal = 90.0%</li> <li>• Empathy and Support 84.81% to goal = 90%</li> <li>• Respect and Responsibility 80.78% to goal = 90%</li> </ul>	<ul style="list-style-type: none"> <li>• Give SEL survey assessment as a pre-test (October) and a post-test (May)</li> <li>• Collaborate with counselor to review SEL data from other sources</li> <li>• Support counselor in facilitating SEL lessons targeted in these areas</li> </ul>



**School:** Esencia K-8

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding empathy for both students and staff.

**Action Steps:**

- Create and administer schoolwide survey
- Monitor to make sure all students in grades 2-5 complete the survey two times per year
- Schedule monthly PBIS meetings
- Run and share Aeries data
- Run and share survey data
- Look for PD opportunities that will support the goal
- Lead SEL PD
- Meet with Cuco from the District for his input and recommendations to improve our SEL health and value our cultural diversity of the Esencia
- Develop Agendas for PBIS meetings
- Work with Student Council to implement kindness awareness
- Reward students with Hawk Bucks for showing respect to others.
- Updated PBIS matrix
- Review and share out Post-survey

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
<p>Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of the SEL/Cultural Awareness pre and post-surveys</p>	<p>Partially Met  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of the SEL/Cultural Awareness pre and post-surveys</p>	<ul style="list-style-type: none"> <li>● Look for PD opportunities that will support the goal</li> <li>● Lead SEL PD</li> </ul>



<p>The number of the behavior referrals from the beginning of the year as compared to the end of the year.</p>	<p>Partially Met ▾  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>The number of the behavior referrals from the beginning of the year as compared to the end of the year.</p>	<ul style="list-style-type: none"> <li>● Develop Agendas for PBIS meetings</li> <li>● Work with Student Council to implement kindness awareness</li> <li>● Reward students with Hawk Bucks for showing respect to others.</li> <li>● Updated PBIS matrix</li> <li>● Review and share out Post-survey</li> </ul>
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School: George White ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding empathy for both students and staff.

**Action Steps:**

- Work with the PBIS committee and Cultural diversity coalition to create a survey that will measure students' understanding of SEL and the value of cultural diversity.
- Complete the pre- survey for grades 2-5 by the end of October.
- Review the pre survey with the PBIS committee to determine patterns or area of deficit that need support
- Provide SEL PD for students and staff to include lessons of empathy, respecting others, monthly contributions/celebrations of different cultures and recognizing differences.
- Meet with Cuco from the district for his input and recommendations to improve our SEL health and value our cultural diversity of the George White Community.
- Meet monthly with CD coalition and PBIS committee to monitor progress of goal. Look at office referrals and determine if there are patterns to address these patterns.
- Complete a post survey (April/May) and evaluate for change in responses to SEL and cultural diversity questions.
- Results of the SEL/Cultural Awareness surveys. The success would be determined by the improved scores of SEL and Cultural Awareness pre and post.
- The number of behavior referrals from the beginning of the year as compared to the end of the year.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
<p>All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2022, as measured by a pre/post survey regarding</p>	<p>Partially Met ▾  <b>Reflection (Action Steps Completed/ Data):</b>            Staff was given a post-survey, however the student post-survey did not go out.            Data from the staff survey measured teacher understanding of Empathy, equity vs. equality, social emotional health, and how to support all learners with unique needs.</p>	<p>All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community by June 2023, as measured by a pre/post survey</p>	<ol style="list-style-type: none"> <li>1. Work with the PBIS committee / Cultural Diversity Coalition to create a survey that will measure students' understanding of SEL and Cultural Proficiency.</li> <li>2. Complete the pre- survey for grades 2-5 by the end of October.</li> <li>3. Review the pre survey with the PBIS committee to determine patterns or area of</li> </ol>

<p>empathy for both students and staff. .</p>	<p>The evidence informed us that more work needed to be done to help teachers differentiate for our students with unique struggles such as low socio-economic status, EL, and SEL needs. This next year, we will introduce Restorative Practices to support SEL needs, and focus on Tier II, Tier III, and DELD instruction to meet the unique needs of learners.</p>	<p>regarding empathy for both students and staff.</p>	<p>deficit that need support</p> <ol style="list-style-type: none"> <li>4. Provide SEL PD for students and staff to include lessons of empathy, respecting others, monthly contributions/celebrations of different cultures and recognizing differences.</li> <li>5. Implement themed activities to promote cultural diversity, respect, and understanding:             <ul style="list-style-type: none"> <li>● Anti-Bullying Awareness</li> <li>● The Great Kindness Challenge</li> <li>● Abilities Awareness/Walk in my Shoes Presentation</li> </ul> </li> <li>6. Meet with Cuco from the district for his input and recommendations to improve our SEL health and value our cultural diversity of the George White Community.</li> <li>7. Meet monthly with CP Coalition / PBIS committee to monitor progress of goals. Review Incident Reports and determine what patterns to address.</li> <li>8. Complete a post survey (April/May) and evaluate for change in responses to SEL and cultural diversity questions.</li> </ol>
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School: Carl Hankey K-8

**Cultural Proficiency Goal: 2022-23:** Establish and nurture a school climate promoting a sense of belonging through increased access to communication and information.

**Action Steps:**

- Maintain ongoing and regular communication with all stakeholders
- Collaborate with PTSA to increase the number of PTSA parent talks during the year.
- Work with PTSA, CHIEF and ELAC to organize and promote Share Your Culture activities, linked to IB international mindedness as a means of increasing a sense of belonging in the school community.
- Implement ADL No Place for Hate and participate in three activities (Just Say Hello Week, Red Ribbon Week, and Words Matter week).
- Utilize the information from our Access to Equity training to provide relevant staff development so as to ensure a schoolwide climate promoting academic equity and achievement for all learners.
- Develop self-regulation skills (TK-8th grade) through targeted skills instruction in the five Approaches to Learning skills clusters
- Attend PBIS Year 1 training with a team
- Increase student participation in HAWKS (grades 4 and 5) and ASB (grades 6-8) as a means of increasing school connectedness

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Agenda and google slides review of cultural proficiency at Faculty Meetings	<span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px;">Met ▾</span> <b>Reflection (Action Steps Completed/ Data):</b> Teachers participated in the trainings and staff engaged in discussions related to the modules as measured by exit tickets	Agenda and google slides review of cultural proficiency at Faculty Meetings	We continue to address cultural proficiency topics in our staff meetings such as increasing student reflection, ATLS, and PBIS
Instructional Leadership Team Agendas/notes	<span style="background-color: #ffcdd2; border-radius: 50%; padding: 2px;">Partially Met ▾</span> <b>Reflection (Action Steps Completed/ Data):</b> Both elementary and middle school Leadership Teams discussed activities and strategies related to making Hankey a more inclusive environment, as evidenced by agendas.	Instructional Leadership Team Agendas/notes	We continue to address issues related to inclusion and cultural proficiency as needed during meetings.
Completed modules	<span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px;">Met ▾</span>		



	<p><b>Reflection (Action Steps Completed/ Data):</b> All modules were completed as evidenced by staff meeting attendance.</p>		
Access and Equity Cohort Training	<p><b>Met</b> ▾ <b>Reflection (Action Steps Completed/ Data):</b> Myself, our counselor and Ed Specialist attended all meetings last year.</p>	Access and Equity Cohort Training	We are not participating this year due to changes in staff (new counselor).
Discipline Referrals	<p><b>Partially Met</b> ▾ <b>Reflection (Action Steps Completed/ Data):</b> Admin team and counselor used discipline data inconsistently to reflect upon and guide behavior expectations.</p>	Discipline Referrals	We have a new PBIS team and are participating in the year-long Level 1 PBIS training. In this capacity we have completely revised our matrix seeking out input from all stakeholders (teachers, admin, counselor, student supervisors), embedded more positives (Hawk Pride ticket raffles, ASB sponsored events) and have revised our middle school discipline forms based on analysis of discipline data. We are reviewing middle school discipline data monthly and using our analysis to provide Tier 2 support to students who indicate need (based on number of demerits) for additional support.
NPFH activities-student participation	<p><b>Partially Met</b> ▾ We implemented 2 lessons of NPFH activities with all 8th graders only as a means of addressing incidences of racial and gender slurs in that particular grade level. Student reports of the number of incidences declined as measured by check ins and discipline data.</p>	NPFH	We signed up for NPFH Student Leadership training in August, but the training was canceled and rescheduled for September. We completed one activity, but decided to suspend participation in the program. Completing the required paperwork is too cumbersome. It was decided that by focusing on revamping our PBIS matrix and incorporating more positive reinforcements would be more beneficial for the school community. We are also continuing to participate in school wide events such as Just Say Hello Week, Random Acts of Kindness Week, incorporating inclusivity and empathy, and Red Ribbon



<p>Increase the number of books in the library</p>	<p>Partially Met   <b>Reflection (Action Steps Completed/ Data):</b> Middle School ELA department met and purchased one set of books per grade level to be used to address cultural proficiency</p>	<p>Increase the number of books in the library</p>	<p>Week. PTSA has been very supportive with providing volunteers and budgetary assistance.</p>
<p>Restorative Circles</p>	<p>Met   <b>Reflection (Action Steps Completed/ Data):</b> Our counselor and I utilized restorative circles routinely for discipline incidents that warranted this type of intervention. Circles were successful in resolving the majority of conflict issues as measured by reoccurrences.</p>	<p>Restorative Circles</p>	<p>We have a new counselor who is not trained-so I am the only person who is trained to conduct restorative circles. I use them as needed, and my counselor participates.</p>
		<p>School connectedness</p>	<p>HAWKS and ASB meet weekly. More 4th graders are participating in HAWKS this year than 5th graders.</p>
		<p>Maintain ongoing and regular communication with all stakeholders</p>	<p>School community is posting frequently on multiple Instagram sites, the school web page is being consistently updated, School Messenger is utilized in both email and texting modes, and many staff members are using Talking Points.</p>
		<p>Develop self-regulation skills (TK-8th grade) through targeted skills instruction in the five Approaches to Learning skills clusters</p>	<p>K-5 students are now reflecting on their math and literacy progress utilizing forms created by each grade level that are developmentally appropriate.</p> <p>All middle school teachers are directly teaching and reinforcing the ATLS on our Habits of Scholarship rubric, as well as incorporating other ATL skills in their IB units</p>



**School:** Hidden Hills ES

**Cultural Proficiency Goal:** At Hidden Hills Elementary we will ensure equity and access for all students. We will provide a safe, welcoming, inclusive and nurturing environment in which the needs, interest and issues related to social emotional, academic and college/career development of all students are met.

**Action Steps:**

- Staff training for PBIS
- Student Supervisor training for PBIS
- PBIS Rotations 2nd day of school
- PBIS assemblies 2 times a year
- Kindness Club with Counselor
- Mindful Mornings with the Counselor with 1 time a week
- Monthly PBIS Meetings with the PBIS Team
- Counselor 1:1 groups
- Counselor small groups
- Restorative circles facilitated by school counselor
- All students provided access to the school counselor through self referral forms
- Lunch Bunch
- With Title 1 Funds will purchase days for our school council to be on campus 5 days a week
- To ensure a safe environment will offer extra hours for student supervisors
- Counselor will provide Second Step Lessons to all students in grades TK-5
- New student lunch
- New student welcome group
- New student welcome swag bag
- PBIS online store for rewards
- HHES 101 parent workshop presented by principal and counselor
- Coffee with the Principal and Counselor
- All school supplies will be provided by the school
- Shoes That Fit Grant
  - Provides shoes for our low income students
- Kindness Week



- Red Ribbon Week
- Mental Health Wellness Week
- Bully Prevention Month
- College and Career Week

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Parent survey	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Parent survey	<ul style="list-style-type: none"> <li>● HHES 101 parent workshop presented by principal and counselor</li> <li>● Coffee with the Principal and Counselor</li> </ul>
Healthy Kids Survey	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Healthy Kids Survey	<ul style="list-style-type: none"> <li>● Shoes That Fit Grant               <ul style="list-style-type: none"> <li>○ Provides shoes for our low income students</li> </ul> </li> <li>● Kindness Week</li> <li>● Red Ribbon Week</li> <li>● Mental Health Wellness Week</li> <li>● Bully Prevention Month</li> <li>● College and Career Week</li> </ul>
Decrease in student referrals.	Met <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in student referrals.	<ul style="list-style-type: none"> <li>● Counselor will provide Second Step Lessons to all students in grades TK-5</li> <li>● New student lunch</li> <li>● New student welcome group</li> <li>● New student welcome swag bag</li> <li>● PBIS online store for rewards</li> </ul>



<p>Decrease in students who feel anxious/stressed</p>	<p>Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Decrease in students who feel anxious/stressed</p>	<ul style="list-style-type: none"> <li>● Staff training for PBIS</li> <li>● Student Supervisor training for PBIS</li> <li>● PBIS Rotations 2nd day of school</li> <li>● PBIS assemblies 2 times a year</li> <li>● Kindness Club with Counselor</li> <li>● Mindful Mornings with the Counselor with 1 time a week</li> <li>● Monthly PBIS Meetings with the PBIS Team</li> <li>● Counselor 1:1 groups</li> <li>● Counselor small groups</li> <li>● Restorative circles facilitated by school counselor</li> </ul>
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School: Kinoshita ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by an increase in school involvement with our parent community and participation of our parent community at school wide events.

**Action Steps:**

- Increase student, staff and parent participation in and engagement with our school’s mission, vision, values and goals
- Engage Parent Participation through ownership and “healthy competition” with PTA Membership Drive.
- Create a positive, inclusive climate by engaging parents and students in a positive way at arrival and dismissal.
- Actively engage staff, parent and student participation in PTA membership drive, meetings, fundraisers and events.
- Build a school-wide culture of collaboration and respect with parents, staff and students - mutual respect.
- Actively engage parents and students to understand what ELAC is and encourage active participation in ELAC from staff and parents.
- Engage and motivate parent participation in SSC and in engaging parent involvement in the Kinoshita SSC.
- Implement and actively monitor a school-wide PBIS System to promote a healthy, positive school climate and culture that promotes citizenship and learning at high levels for all students.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
<p>High morale with staff, students and parents. 10% increase in participation in school activities by staff, students and parents as evidenced by attendance rates.</p>	<p>Partially Met  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>High morale with staff, students and parents. 10% increase in participation in school activities by staff, students and parents as evidenced by attendance rates.</p>	<ul style="list-style-type: none"> <li>● Increase student, staff and parent participation in and engagement with our school’s mission, vision, values and goals</li> <li>● Engage Parent Participation through ownership and “healthy competition” with PTA Membership Drive.</li> <li>● Create a positive, inclusive climate by engaging parents and students in a positive way at arrival and dismissal.</li> <li>● Actively engage staff, parent and student participation in PTA membership drive, meetings, fundraisers and events.</li> <li>● Build a school-wide culture of collaboration and respect with parents, staff and students - mutual respect.</li> </ul>



<p>10% increase in parent and staff involvement in PTA, ELAC, SSC and school related events as evidenced by attendance numbers.</p>	<p>Partially Met ▾  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>10% increase in parent and staff involvement in PTA, ELAC, SSC and school related events as evidenced by attendance numbers.</p>	<ul style="list-style-type: none"> <li>• Actively engage parents and students to understand what ELAC is and encourage active participation in ELAC from staff and parents.</li> <li>• Engage and motivate parent participation in SSC and in engaging parent involvement in the Kinoshita SSC.</li> </ul>
<p>10% increase in students experiencing more problem-solving than social conflict as evidenced by a 10% decrease in the number of behavior referrals and a 10% increase in student requests made to see the counselor.</p>	<p>Partially Met ▾  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>10% increase in students experiencing more problem-solving than social conflict as evidenced by a 10% decrease in the number of behavior referrals and a 10% increase in student requests made to see the counselor.</p>	<ul style="list-style-type: none"> <li>• Implement and actively monitor a school-wide PBIS System to promote a healthy, positive school climate and culture that promotes citizenship and learning at high levels for all students.</li> </ul>



School: Ladera Ranch Elementary School

**Cultural Proficiency Goal (2022-2023):** Increase staff/student knowledge and understanding of components of Cultural Proficiency and the experiences of students/families from diverse ethnic and cultural backgrounds.**Action Steps:**

- Develop Cultural Proficiency Committee
- Create (SP23)/Administer (FA23) staff cultural competence survey
- Implement and refine Conceptual Framework for Culturally Proficient Practices
- Present Cultural Proficiency Lessons in grades K-5th
- Participate in the Great Kindness Challenge each February
- Facilitate Abilities Awareness Day Assembly
- Celebrate and promote monthly diversity themes (2023/24)
- PD- Staff Restorative Practices Training (2023/24)
- Administer CHKS
- Attend PBIS training
- Establish and refine campus-wide PBIS Tier 1 (2022/23) and Tier 2 systems (2023/24)
- Create/Administer school based climate survey for students & parents
- Bullying Prevention Lessons/Campus Campaign
- Classroom community/restorative circles

**Success Indicators (determine progress toward CP/SEL goals):**

2022/23	Goals Met, Reflection (Data)	2023/24	Action Steps
Create survey to gauge student/connectedness & safety at school site	<p>Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b> CP committee developed (SP23) a student survey based upon CASEL guideline competencies</p>	Student school culture pre/post survey to be given in Aug. & May	Analyze survey responses to improve student School Connectedness, Caring Relationships, and Social/Emotional Support
Create survey to gauge staff cultural competence & awareness	<p>Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b> CP committee developed (SP23) a staff survey based upon Conceptual Framework for</p>	Staff cultural awareness/school climate	Analyze survey responses to improve staff Essential Elements of Cultural Competence



	<p>Culturally Proficient Practices</p>	<p>pre/post survey to be given in Aug. &amp; May</p>	<p>School Counselor will lead minimum of 10 target SEL small groups throughout FA/SP semesters based upon data analyzed from CHKS and student climate survey</p>
<p>Targeted intervention groups for SEL support based upon student citizenship report (AERIES)</p>	<p><b>Partially Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>            School Counselor led 10 SEL small groups throughout the school year resulting in a .5% decrease in low citizenship grades from Trimester 1 to 2</p>	<p>Targeted intervention groups for SE support based upon CHKS &amp; student climate survey given at end of 22/23 and beginning of 23/24 school years</p>	<p>School Counselor will lead minimum of 10 target SEL small groups throughout FA/SP semesters based upon data analyzed from CHKS and student climate survey</p>
<p>Counseling team goals tied to CP and site goals</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>            Campus-wide SEL Goal aligned with CP Goal and schoolwide mission/vision</p>	<p>PBIS Matrix to align with CP Goal</p>	<p>Incorporate site CP goal into PBIS Matrix Tier 1</p>
<p>Second Step lessons taught monthly</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>            Counselor competed a total of 4 Second Step SEL Lessons to each grade level (K-5th)</p>	<p>Second Step lessons taught monthly</p>	<p>Counselor will competed a total of 6 Second Step SEL Lessons at each grade level (K-5th) and Formative Assessments (pre/post) will be given to students to assess SEL growth</p>
<p>Cultural Proficiency Lessons taught (includes anti-bullying lessons)</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>            Counselor taught 1 cultural proficiency lesson to each grade level (K-5)</p>	<p>Cultural Proficiency Lessons taught (includes anti-bullying lessons)</p>	<p>Counselor will teach 1 cultural proficiency lesson to each grade level (K-5) and pre/post assessments will be given to increase students' cultural awareness by 50%</p>
<p>CHKS given (end of year)</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>            CHKS completed. Data will be analyzed and adjustments needed will be discussed with CP committee team to improve CP Goals and improve School Climate Indicators (School Connectedness, Caring Relationships, and</p>	<p>CHKS given (end of year)</p>	<p>Data will be analyzed and adjustments made to improve future LRES CP Goals, and improve School Climate Indicators for following school year 2024/25</p>



	<p>Social/Emotional Support) for 2023/24 school year</p>		
<p>Establish and refine campus-wide PBIS (Tier 1)</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>          PBIS Matrix created. Focus on implementation of Tier 1 SEL and Academic campus-wide support system</p>	<p>Establish and refine campus-wide PBIS (Tier 2)</p>	<p>PBIS Matrix refined with focus on implementation of Tier 2 SEL campus-wide system</p>
<p>Held Abilities Awareness Assembly and Celebrated Red Ribbon Week</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>          Abilities Awareness Day was held campus-wide assembly that included students in grades K-5 participating in discussion and interactive group sessions. Red Ribbon week was promoted and events held campus-wide.</p>	<p>Abilities Awareness Assembly</p>	<p>Abilities Awareness Day assembly to be held campus-wide for students in grades K-5. Interactive group sessions and discussions will be presented. Red Ribbon week to be promoted and events will be held campus-wide. Pre/post assessments will be given to improve student awareness of physical health habits.</p>
<p>Participate in The Great Kindness Challenge</p>	<p><b>Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>          School participated in The Great Kindness Challenge week Feb. 2023. Powerpoint was sent out to staff, teachers, and students. Daily kindness activities were presented for students to participate in. Campus-wide kindness poster activity was held by counselors for students to take part in.</p>	<p>Participate in The Great Kindness Challenge</p>	<p>School will participate in The Great Kindness Challenge week. Powerpoint will be presented to staff and students. Campus-wide kindness activity will be held.</p>
<p>Promote diversity themes campus-wide</p>	<p><b>Partially Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>          Various cultural celebrations were recognized by staff/students for some 3 months of the</p>	<p>Promote monthly diversity themes</p>	<p>CP committee will develop cultural events for at 6 of the cultural celebration recognized months.</p>



<p>PD- Staff Restorative Practices Training</p>	<p>year (Black History, Women’s History, Native American History). <b>This will be a top priority for 2023/24 school year.</b></p>	<p>PD- Staff Restorative Practices Training</p>	<p>PD session focusing on restorative practices and community circles will be presented to staff. Ideally, one in FA23 and another in SP22.</p>
<p>PD- Staff Restorative Practices Training</p>	<p><b>Not Met</b>  <b>Reflection (Action Steps Completed/ Data):</b>  Professional development focusing on restorative practices training was discussed but not implemented. <b>This will be a top priority for the 2023/24 school year.</b></p>	<p>PD- Staff Restorative Practices Training</p>	<p>PD session focusing on restorative practices and community circles will be presented to staff. Ideally, one in FA23 and another in SP22.</p>



**School:** Laguna Niguel ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by pre and post test site surveys for staff and students in grades 2-5. Survey to contain questions regarding feeling welcomed at school, ability to make friends, instances of being teased/bullied, and inquiring if there is someone you can talk to on campus.

**Action Steps:**

- Develop Social-Emotional Health Survey
- Get input from Leadership Team & school counselor on survey questions
- Administer pre and post site surveys
- Complete implicit Bias Training with Staff
- Principal and MTSS to attend Access & Equity Trainings
- Counselors support social-emotional and behavioral goals and implement curriculum (second Step K-5 & cultural proficiency lessons)
- PBIS team will form and participate in Formal PBIS Training in the Spring
- PBIS Behavior Assemblies
- Weekly emails from Admin and Counselor to parents regarding Mental health, Counselor Corner webpage and procedures for parents to refer their child to Counseling

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Pre and Post site survey results	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Pre and Post site survey results	● Develop Social-Emotional Health Survey
Healthy Kids Survey	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Healthy Kids Survey	● Administer pre and post site surveys ● Complete implicit Bias Training with Staff
Reduction in referrals	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Reduction in referrals	● PBIS team will form and participate in Formal PBIS Training in the Spring ● PBIS Behavior Assemblies



<p>Increase of PBIS Awards</p>	<p><b>Met</b> <span style="color: green;">▼</span></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increase of PBIS Awards</p>	<ul style="list-style-type: none"> <li>● Counselors support social-emotional and behavioral goals and implement curriculum (second Step K-5 &amp; cultural proficiency lessons)</li> <li>● PBIS team will form and participate in Formal PBIS Training in the Spring</li> <li>● PBIS Behavior Assemblies</li> </ul>
<p>Students applying their SEL lessons and knowledge of empathy when problem solving, working in small groups and interacting with peers as observed by teachers, student supervisors, counselors and Admin.</p>	<p><b>Met</b> <span style="color: green;">▼</span></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Students applying their SEL lessons and knowledge of empathy when problem solving, working in small groups and interacting with peers as observed by teachers, student supervisors, counselors and Admin.</p>	<ul style="list-style-type: none"> <li>● Counselors support social-emotional and behavioral goals and implement curriculum (second Step K-5 &amp; cultural proficiency lessons)</li> </ul>



School: Las Flores ES

**Cultural Proficiency Goal:** Students will demonstrate increased sense of belonging, inclusivity, and social/emotional health as measured by counselor created survey and California Healthy Kids Survey

**Action Steps:**

- BOY, MOY, EOY PBIS assemblies
- Counselor lesson on social awareness/hands and feet to self
- Review expected behaviors when returning from recess
- Counselor implements Kindness Club and social skills groups
- WIN time to address individual student needs
- Meet monthly with the PBIS committee to review data and monitor progress on goals.
- Complete counselor post survey and CHKS

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Decrease in number of referrals during recess	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in number of referrals during recess	<ul style="list-style-type: none"> <li>• Meet monthly with the PBIS committee to review data and monitor progress on goals.</li> </ul>
Improvement in positive school climate as reflected in counselor created student survey and CHKS	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Improvement in positive school climate as reflected in counselor created student survey and CHKS	<ul style="list-style-type: none"> <li>• Meet monthly with the PBIS committee to review data and monitor progress on goals.</li> <li>• Counselor lesson on social awareness/hands and feet to self</li> <li>• Review expected behaviors when returning from recess</li> <li>• BOY, MOY, EOY PBIS assemblies</li> </ul>
Decrease the number of students who indicated feeling anxious and stressed (16.7%)	Met <b>Reflection (Action Steps Completed/ Data):</b>	Decrease the number of students who indicated feeling	<ul style="list-style-type: none"> <li>• Counselor lesson on social awareness/hands and feet to self</li> <li>• Counselor implements Kindness Club and social skills groups</li> </ul>



<p>Decrease feelings of deep sadness or depression (8.6%)</p>	<p>Partially Met ▾  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>anxious and stressed (16.7%)</p>	<p>Decrease feelings of deep sadness or depression (8.6%)</p>
	<ul style="list-style-type: none"> <li>● Counselor lesson on social awareness/hands and feet to self</li> <li>● Counselor implements Kindness Club and social skills groups</li> </ul>		



**School:** Las Palmas ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the California Healthy Kids Annual Survey and PBIS data.

**Action Steps:**

- Monthly PBIS team meetings to address goal areas through data analysis and discussion of research
  - Data analysis: Aeries/Swiss referral data, CHKS data from 2020/21
  - Develop Interventions based on our data
  - Small group interventions
- Presentations to staff by PBIS team members at monthly staff meetings during ACE time
- Regular meetings with all staff (teachers, office, student supervisors) to review PBIS and strategies for addressing behaviors.
- Work with PAL to promote activities celebrating diversity and inclusivity.
- Provide opportunities for students to be involved with the organic garden, Meet the Masters and library at lunch
- Monthly attendance team meetings to monitor attendance and make proactive contacts with families

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
California Healthy Kids Annual Survey <ul style="list-style-type: none"> <li>● Increase by 5% in the area of meaningful participation</li> </ul>	<div style="background-color: #f08080; padding: 2px; display: inline-block;">Not Met</div> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	California Healthy Kids Annual Survey <ul style="list-style-type: none"> <li>● Increase by 5% in the area of meaningful participation</li> </ul>	Monthly PBIS team meetings to address goal areas through data analysis and discussion of research <ul style="list-style-type: none"> <li>○ Data analysis: Aeries/Swiss referral data, CHKS data from 2020/21</li> <li>○ Develop Interventions based on our data</li> <li>○ Small group interventions</li> </ul> <ul style="list-style-type: none"> <li>● Presentations to staff by PBIS team members at monthly staff meetings during ACE time</li> </ul>
PBIS data <ul style="list-style-type: none"> <li>● Reduce referrals for physical contact by 5%</li> </ul>	<div style="background-color: #ffd700; padding: 2px; display: inline-block;">Partially Met</div> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	PBIS data <ul style="list-style-type: none"> <li>● Reduce referrals for physical contact by 5%</li> </ul>	<ul style="list-style-type: none"> <li>● Presentations to staff by PBIS team members at monthly staff meetings during ACE time</li> </ul>



<ul style="list-style-type: none"> <li>● Reduce referrals for Hispanic boys by 5%</li> </ul>		<ul style="list-style-type: none"> <li>● Reduce referrals for Hispanic boys by 5%</li> </ul>	<ul style="list-style-type: none"> <li>● Regular meetings with all staff (teachers, office, student supervisors) to review PBIS and strategies for addressing behaviors.</li> </ul>
<p>Attendance Data: Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>● Reduce rates of chronic absenteeism by 1% in the area of students with disabilities and English learners.</li> </ul>	<p>Partially Met</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Attendance Data: Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>● Reduce rates of chronic absenteeism by 1% in the area of students with disabilities and English learners.</li> </ul>	<ul style="list-style-type: none"> <li>● Work with PAL to promote activities celebrating diversity and inclusivity.</li> <li>● Provide opportunities for students to be involved with the organic garden, Meet the Masters and library at lunch</li> <li>● Monthly attendance team meetings to monitor attendance and make proactive contacts with families</li> </ul>



**School:** Clarence Lobo ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by California Healthy Kids Survey, attendance data, PBIS data, monthly counselor reports, and School Climate survey.

**Action Steps:**

- Attendance policy shared by 12/17/21
  - Weekly Family Message (BOY)
  - Phone calls home to frequently tardy students (student list): 11/12, 12/3, 12/17, 1/14, 1/28, 2/11, 2/25, 3/11, 3/25, 4/15, 4/29, 5/13)
  - Coffee with the Principal (12/17)
- Family School Compact
  - Share with families during conferences (11/1-11/5)
- Weekly parent contact as part of the SARB Process
- Tardiness Meetings
  - Meet with families at the accumulation of 10 tardies (<30 minutes): review Family School Compact and SAPSR
  - Meet with families at the accumulation of 5 tardies (>30 minutes): review Family School Compact and SAPSR
- Present Attendance Policy at SSC Meeting and ELAC
- ELAC presentation on attendance
- Tardy-free students reward (monthly); extra recess
- School-wide implementation of PBIS
  - PBIS presentation to parents at Coffee with the Principal
  - Weekly PBIS focus in the Weekly Family Newsletter
  - PBIS incentives at Flag Assembly
  - CICO implementation based on behavior data
- PAL (opportunity for increased student involvement, relationship building, empathy, and leadership opportunity)
- Staff/Student Mentoring Program
- MTSS (Train Your Brain)
- Tier III Intervention (during school day and after school)
- School-wide implementation of Designated ELD
- PLC Work
  - PIQE (Parent Institute for Quality Education) courses for EL families (9/20-11/1)



**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Decrease in the number of tardies from 10/2021 to 05/2022	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in the number of tardies from 05/2022 to 05/2023	<ul style="list-style-type: none"> <li>Teacher phone calls</li> <li>Principal robo call</li> <li>Principal robo letter</li> <li>Principal call</li> </ul>
Decrease in the absenteeism rate from 12.9% (May 2019) to 10% (May 2022)	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in the absenteeism rate from ___% (May 2022) to ___% (May 2023)	
	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decrease incidents of student discrimination on campus	<ul style="list-style-type: none"> <li>CP Training for Staff</li> <li>Student cultural literacy</li> <li>Create inclusive library on campus</li> <li>When/if incident occurs with student: appropriate consequence with administrator and parents</li> <li>Staff training in restorative practices.</li> <li>Finalize PBIS handbook. At the beginning of the year parents should sign that they read the handbook and explain it to their child.</li> </ul>
	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Increase inclusion of special education students	<ul style="list-style-type: none"> <li>STARS students will participate in general education academic and social activities (i.e., Train Your Brain, science, social studies, student council, field trips, etc.)</li> <li>STARS teachers will participate in collaborative meetings with general education colleagues</li> <li>STARS teachers will plan integrated</li> </ul>

			<p>lessons/activities, and field trips in collaboration with general education colleagues</p> <ul style="list-style-type: none"> <li>• Learning Lab students will participate in Tier I GFI when in their general education classrooms</li> <li>• Learning Lab teachers will participate in weekly like grade level collaborative meetings</li> <li>• Learning Lab teachers will provide <b>monthly</b> progress reporting to general education teachers during grade level collaborative meetings</li> <li>• Lobo Staff Members will participate in SpEd Shadowing (of Learning Lab students in the general education setting) 3x/year</li> </ul>
<p>Select ▾</p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>		<p>Increase staff understanding of Cultural Proficiency</p>	<ul style="list-style-type: none"> <li>• Professional Learning for Staff</li> <li>• GLAD Training (more than 1)</li> <li>• Consolidation of ELD groups taught by 1 teacher/other students amplify or other *protected time</li> <li>• Implementation of EL strategies and supports</li> <li>• <b>After school EL group</b></li> <li>• Schoolwide calendar of representation of different cultures.</li> <li>• Further develop our relationship with the Acjachemen tribe.</li> </ul>



School: John Malcom ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by reducing chronic absenteeism rate by 5%.

**Action Steps:**

- Utilize the SARB prelist to initiate outreach phone calls.
- Utilize tardy and truancy data to determine support and incentives for chronic students
- Trauma-informed practices training for staff ( due to COVID)
- Counselor small group support for grief, school anxious behaviors, and school support
- Training for staff and students in managing stress
- Managing mixed messages (COVID at home vs school)
- Students learning empathy, expectations, and respect through PBIS presentations (twice per year)
- Parent education - coffee chats on SEL
- PBIS recognitions

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Reduced tardy, truancy, and unexcused absences by 5% in Aeries	<p><b>Not Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Reduced tardy, truancy, and unexcused absences by 5% in Aeries	<ul style="list-style-type: none"> <li>• Utilize the SARB prelist to initiate outreach phone calls.</li> <li>• Utilize tardy and truancy data to determine support and incentives for chronic students</li> </ul>
CHKS survey results to increase by 5% in the areas of academic motivation (from 87% in 20-21)	<p><b>Partially Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	CHKS survey results to increase by 5% in the areas of academic motivation (from 87% in 20-21)	<ul style="list-style-type: none"> <li>• Students learning empathy, expectations, and respect through PBIS presentations (twice per year)</li> <li>• Parent education - coffee chats on SEL</li> </ul>
CHKS survey results to increase by 5% in the areas of caring relationships (from 69%	<p><b>Not Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	CHKS survey results to increase by 5% in the areas of caring relationships (from	<ul style="list-style-type: none"> <li>• PBIS recognitions</li> <li>• Students learning empathy, expectations, and respect through PBIS presentations (twice per year)</li> </ul>



<p>in 20-21)</p>	<p>CHKS survey results to increase by 5% in the areas of meaningful participation (from 36% in 20-21</p>	<p>Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>CHKS survey results to increase by 5% in the areas of meaningful participation (from 36% in 20-21</p>	<p>69% in 20-21)</p>	<ul style="list-style-type: none"> <li>• Trauma-informed practices training for staff ( due to COVID)</li> <li>• Counselor small group support for grief, school anxious behaviors, and school support</li> <li>• Training for staff and students in managing stress</li> </ul>
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**School:** Marblehead ES

**Cultural Proficiency Goal:** By June 2022, student/family engagement, attendance, and safety will continue to improve as measured by Aeries Discipline Data, Average Daily Attendance (ADA), CA School Dashboard, and participation in school events.

**Action Steps:**

- Surveys will be conducted to identify student needs in regards to attendance, engagement, and social emotional challenges. Surveys to include families, students, and staff. (Spring 2022)
- Teachers will implement the schoolwide Positive Behavior Intervention & Support (PBIS) plan to promote a positive school culture. (ongoing)
- Teachers will present content lessons that reflect an awareness of implicit bias and cultural responsibility, particularly with History/Social Science and holiday observances. (Spring 2022)

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
25% Decrease in playground referrals.	<p><b>Not Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	25% Decrease in playground referrals.	<ul style="list-style-type: none"> <li>• Teachers will implement the schoolwide Positive Behavior Intervention &amp; Support (PBIS) plan to promote a positive school culture. (ongoing)</li> </ul>
12% Decrease in chronic absenteeism.	<p><b>Partially Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	12% Decrease in chronic absenteeism.	<ul style="list-style-type: none"> <li>• Surveys will be conducted to identify student needs in regards to attendance, engagement, and social emotional challenges. Surveys to include families, students, and staff. (Spring 2022)</li> </ul>
Increase student connectedness	<p><b>Partially Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Increase student connectedness	<ul style="list-style-type: none"> <li>• Teachers will implement the schoolwide Positive Behavior Intervention &amp; Support (PBIS) plan to promote a positive school culture. (ongoing)</li> </ul>



School: Moulton ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by Moulton’s Common Expectations Matrix.

**Action Steps:**

- Create a task force to lead the school’s focus on academic and social behaviors
- Identify a limited number of essential academic and social behaviors
- Determine how students will demonstrate mastery of each essential behavior
- Designate process to systematically teach essential behaviors across the school
- Design targeted privileges and recognitions to promote positive behavior
- Monitor essential social and academic behaviors
- Teachers will be trained with a schoolwide Positive Behavior Intervention & Support (PBIS) plan to promote a positive school culture.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Drop of discipline referrals as measured by Aeries monthly data.	<div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; display: inline-block;">Partially Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	Drop of discipline referrals as measured by Aeries monthly data.	<ul style="list-style-type: none"> <li>● Monitor essential social and academic behaviors</li> <li>● Teachers will be trained with a schoolwide Positive Behavior Intervention &amp; Support (PBIS) plan to promote a positive school culture.</li> </ul>
Increased percentage of students mastering each essential behavior as determined by Moulton’s Common Expectations Matrix.	<div style="background-color: #ffcdd2; padding: 2px; border: 1px solid #ccc; display: inline-block;">Not Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	Increased percentage of students mastering each essential behavior as determined by Moulton’s Common Expectations Matrix.	<ul style="list-style-type: none"> <li>● Create a task force to lead the school’s focus on academic and social behaviors</li> <li>● Identify a limited number of essential academic and social behaviors</li> <li>● Determine how students will demonstrate mastery of each essential behavior</li> </ul>
Successful implementation of Year 1 PBIS	<div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; display: inline-block;">Partially Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	Successful implementation of Year 2 PBIS	<ul style="list-style-type: none"> <li>● Teachers will be trained with a schoolwide Positive Behavior Intervention &amp; Support (PBIS) plan to promote a positive school culture.</li> </ul>



**School:** Oak Grove ES

**Schoolwide SEL/CP Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the All-Star Healthy Kids Survey (specifically the question of having a trusted adult on campus). We will also move from Tier 1 to Tier 2 on the PBIS Tiered Fidelity Inventory.

**Schoolwide SEL/CP Action Steps**

- Implementation of PBIS program
- Continued training of staff on PBIS and consistent classroom PBIS Best practices
- Participation in Year 2 No Place for Hate/Student Ally Program <https://drive.google.com/drive/u/0/folders/1LzrJNfqsvpF8ITzdc-34dXP-VNRihEyl>
- At least half the staff trained in Restorative Practices by OCDE
- All teachers to use some form of check-ins, Mood meters, etc. to determine SEL
- Targeted counseling for students that are disconnected/struggling
- Cultural Celebrations (i.e., Asian Pacific Island Month, Day of the Dead, Winter Holidays etc). supported by PTA/Staff at lunch recess

**School Success Indicators:**

Tiered Fidelity Inventory  
<https://docs.google.com/document/d/1aOe7eyTBnXRJBznE8qApe3BOv3CP6AQhdQQ955MeTLw/edit#>  
 All-Star Healthy Kids Survey  
<https://forms.gle/H1DWTdHQCchacc2SZ>

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Data from local All-Star Surveys and California Healthy Kids  Participation in the Ambassador's Program and decrease in office referrals for behavioral issues	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Data from local All-Star Surveys and California Healthy Kids  Participation in the Ambassador's Program and decrease in office referrals for behavioral issues	<ul style="list-style-type: none"> <li>● All teachers to use some form of check-ins, Mood meters, etc. to determine SEL</li> <li>● Targeted counseling for students that are disconnected/struggling</li> </ul>
Participation in the Ambassador's Program and decrease in office referrals for behavioral issues	<b>Reflection (Action Steps Completed/ Data):</b>	Participation in the Ambassador's Program and decrease in office referrals for behavioral issues	<ul style="list-style-type: none"> <li>● Implementation of PBIS program</li> <li>● Continued training of staff on PBIS and consistent classroom PBIS Best practices</li> </ul>



<p>Participation in NPFH activities</p>	<p>Met <span style="color: green;">▼</span></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Participation in NPFH activities</p>	<ul style="list-style-type: none"> <li>● Participation in Year 2 No Place for Hate/Student Ally Program <a href="https://drive.google.com/drive/u/0/folders/1LzrJNfgsyF8ITzdc-34dXP-VNRihEyl">https://drive.google.com/drive/u/0/folders/1LzrJNfgsyF8ITzdc-34dXP-VNRihEyl</a></li> <li>● At least half the staff trained in Restorative Practices by OCDE</li> <li>● All teachers to use some form of check-ins, Mood meters, etc. to determine SEL</li> <li>● Targeted counseling for students that are disconnected/struggling</li> <li>● Cultural Celebrations (i.e., Asian Pacific Island Month, Day of the Dead, Winter Holidays etc). supported by PTA/Staff at lunch recess</li> </ul>
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School: Oso Grande ES

**Cultural Proficiency Goal:** As measured by locally created CFAs and the California Healthy Kids Survey, school climate indicators (School Connectedness, Caring Relationships, and Social Emotional Support) will increase by 5%

**Action Steps:**

- Create/Administer school based survey
- Administer CHKS
- Attend PBIS training and implementation
- Continue Cultural Proficiency Guiding Coalition
- Continue work with ADL/Cultural Proficiency
- Kindness Day each Thursday
- Abilities Awareness
- Diverse books displayed throughout the library highlighting monthly themes.
- Counselor implements Second Step Lessons, small groups, 1:1 counseling

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Survey created to gage students' connectedness to school site	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Survey created to gage students' connectedness to school site	<ul style="list-style-type: none"> <li>● Administer CHKS</li> <li>● PBIS implementation</li> </ul>
Targeted interventions for SLE support based negative comments/answers	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Targeted interventions for SLE support based negative comments/answers	<ul style="list-style-type: none"> <li>● Kindness Day each Thursday</li> <li>● Abilities Awareness</li> <li>● Diverse books displayed throughout the library highlighting monthly themes.</li> </ul>
Counseling team goals tied to site goals	Met <b>Reflection (Action Steps Completed/ Data):</b>	Counseling team goals tied to site goals	<ul style="list-style-type: none"> <li>● Counselor implements Second Step Lessons, small groups, 1:1 counseling</li> </ul>



<p>Second Step lessons taught monthly</p>	<p>Met <input type="button" value="v"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Second Step lessons taught monthly</p>	<ul style="list-style-type: none"> <li>• Counselor implements Second Step Lessons, small groups, 1:1 counseling</li> </ul>
<p>Baseline behavior referral information</p>	<p>Partially Met <input type="button" value="v"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Baseline behavior referral information</p>	<ul style="list-style-type: none"> <li>• Attend PBIS training and implementation</li> </ul>



School: Palisades ES

**Cultural Proficiency Goal:** All staff will increase their social emotional health from 72% to 95% and recognize the cultural capital of our community as measured by pre/post surveys

**Action Steps:**

- Complete cultural proficiency lessons with staff and counselor led lessons with students
- Participate in Cultural Proficiency monthly activities
- Encourage staff to complete monthly lessons that focus on different cultures
- Counselor will complete her monthly lessons and add in information about cultural capital
- Meet monthly with the PBIS committee to monitor progress of goal. Look at office referrals and determine if there are patterns to address these patterns.
- Create a mentorship program with a focus on cultural capital for our 4th and 5th grade students

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Students provide feedback from cultural proficiency lessons	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Students provide feedback from cultural proficiency lessons	<ul style="list-style-type: none"> <li>● Complete cultural proficiency lessons with staff and counselor led lessons with students</li> </ul>
Increase Cultural Proficiency activities	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increase Cultural Proficiency activities	<ul style="list-style-type: none"> <li>● Participate in Cultural Proficiency monthly activities</li> <li>● Encourage staff to complete monthly lessons that focus on different cultures</li> </ul>
Increase student connectedness	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increase student connectedness	<ul style="list-style-type: none"> <li>● Meet monthly with the PBIS committee to monitor progress of goal. Look at office referrals and determine if there are patterns to address these patterns.</li> </ul>



School: Philip Reilly ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by chronic absenteeism, CHKS connectedness, and Cultural Diversity survey data.

**Action Steps:**

- Chronic Absenteeism
  - Parent/ student surveys
  - PBIS Team to develop attendance action plan to support families
  - Attendance policy review/ messages
  - Phone call home to families who are frequently absent/tardy
  - Attendance incentives
- CHKS
  - Parent email/ phone reminders
  - Complete staff survey during staff meeting
  - Class incentives for participation
  - Meet with 5th graders to discuss ways to feel more connected to Reilly
- Cultural Proficiency
  - Parent/ staff/ student surveys
  - GC will review data and develop site Cultural Proficiency plan
  - Discuss Cultural Proficiency Newsletters at staff meetings
  - Complete Implicit Bias modules 3 & 4

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Decrease in chronic absenteeism	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in chronic absenteeism	<ul style="list-style-type: none"> <li>● Parent/ student surveys</li> <li>● PBIS Team to develop attendance action plan to support families</li> <li>● Attendance policy review/ messages</li> </ul>



			<ul style="list-style-type: none"> <li>● Phone call home to families who are frequently absent/tardy</li> <li>● Attendance incentives</li> </ul>
<p>Increase in the area of connectedness on the CHKS data</p>	<p>Partially Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increase in the area of connectedness on the CHKS data</p>	<ul style="list-style-type: none"> <li>● Parent email/ phone reminders</li> <li>● Complete staff survey during staff meeting</li> <li>● Class incentives for participation</li> <li>● Meet with 5th graders to discuss ways to feel more connected to Reilly</li> </ul>
<p>Post student connectedness survey data</p>	<p>Partially Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Post survey data</p>	<ul style="list-style-type: none"> <li>● PBIS culture</li> <li>● CP lessons</li> </ul>



**School:** R.H. Dana ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the Healthy Kids Survey as well as school-based surveys.

**Action Steps:**

- Provide SEL and Cultural Proficiency training to all staff
- Schoolwide activities and announcements will be viewed through the lens of cultural proficiency.
- Continue expanding the language immersion program with a focus on cross-cultural activities.
- PBIS program focused on characteristics of growth mindset and SEL proficiency.
- Implicit bias module trainings
- Use an inside-out approach with staff and students that focus upon:
  - Being aware of how we - as individuals and as schools - work with others
  - Being aware of how we respond to those different from us
  - Visible and not so visible difference
  - Preparing to live in a world of difference

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Healthy kids survey results show 80% or higher participants agree or strongly agree that RH Dana is a school that provides social emotional instruction as well as cultural proficiency.	<div style="background-color: #ffff00; border: 1px solid black; padding: 2px; display: inline-block;">Partially Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	Healthy kids survey results show 80% or higher participants agree or strongly agree that RH Dana is a school that provides social emotional instruction as well as cultural proficiency.	<ul style="list-style-type: none"> <li>● PBIS program focused on characteristics of growth mindset and SEL proficiency.</li> <li>● Provide SEL and Cultural Proficiency training to all staff</li> <li>● Schoolwide activities and announcements will be viewed through the lens of cultural proficiency.</li> </ul>



School: San Juan ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by a decrease in the number of discipline referrals (majors) by 5% and increase of 2% in the school connectedness measure of the CHKS (2021 78%)

**Action Steps:**

- Implementation of Classroom Behavior Matrices
- Implementation of counselor suggested strategies by classroom teachers
- Cultural Proficiency lessons completion
- Admin to work with the ADL to become a No Place for Hate School
- PBIS implementation and student recognitions

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Decrease by 5% of SWIS referrals	Partially Met <b>Reflection (Action Steps Completed/ Data)::</b> 187 major 2020-2021 180 2021-2022 4% Implementation of Classroom Behavior Matrices-PBIS team, in collaboration with teacher input, created and designed posters with grade level behavior expectations and school wide behavior expectations. Implementation of counselor suggested strategies by classroom teachers-Our school counselor is available to meet with teachers as needed. The school counselor continuously collaborates with teachers on implementing different techniques to address issues in the classroom. Cultural Proficiency lessons completion-Our school counselor completed all required CP	Decrease by 5% of SWIS referrals	<ul style="list-style-type: none"> <li>● Implementation of Classroom Behavior Matrices</li> <li>● Implementation of counselor suggested strategies by classroom teachers</li> <li>● Cultural Proficiency lessons completion</li> <li>● Admin to work with the ADL to become a No Place for Hate School</li> <li>● Make time and effort to address the CP topic at ELAC meetings</li> </ul>

		<p>lessons for all grades K-5 for the 2021-2022 school year.</p> <p>Admin to work with the ADL to become a No Place for Hate School-Our assistant principal worked in accordance with ADL and we are now registered as a No Place for Hate School.</p>	
<ul style="list-style-type: none"> <li>• Implementation of Classroom Behavior Matrices</li> <li>• Implementation of counselor suggested strategies by classroom teachers</li> <li>• Cultural Proficiency lessons completion</li> <li>• Admin to work with the ADL to become a No Place for Hate School</li> <li>• PBIS implementation and student recognitions</li> </ul>	<p>Increase by 2% in the CHKS school connectedness measure</p>	<p><b>Not Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	
	<p>Increase outreach in communication with parents in ELAC meetings regarding CP progress</p>	<p><b>Select</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	



School: Tijeras Creek ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community

**Action Steps:**

- Culturally Proficiency lessons-Vizcaino
- The Unity Cloth/Cultural Quilt Schoolwide Activity in (November)
  - Purpose: To recognize that we accept all students and value of everyone their background-symbolically as one
    - a. Building Background Knowledge-Teachers will read stories as to the significance and meaning of quilting Highlighting the significance of quilting.
    - a. Information will be sent home to parents as to the purpose of the project and discuss something to draw on their square. This will also give parents the opportunity to frontload the scholar with something they may want to draw for their quilt patch.
- Daily pledge/blacktop Friday
- Professional Library Will Be Developed and Displayed in Lounge
- Children's books
  - Teachers are committed to read one a month to match the culture we are recognizing for the month

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Survey-Scholars in 3-5 health and safety	Partially Met <b>Reflection (Action Steps Completed/ Data):</b> 85% of 3-5 graders stated of the CHKS that they feel welcomed	Survey scholars in 3-5 health and safety	<ul style="list-style-type: none"> <li>● SEL survey grades 3-5 completed 1/2023</li> <li>● Post survey grades 3-5 complete 5/2023</li> </ul> Reflection: Based on results will address the specific needs of the students identified in the survey.
CHKS survey	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Staff complete Cultural proficiency training	Enroll - 4 staff members to attend the training. <ul style="list-style-type: none"> <li>● Members of the CPT provide training and exercises to all staff at our staff meetings</li> <li>● From what is provided from CPT- teachers to share/use that training with own class</li> </ul>
	Partially Met		<ul style="list-style-type: none"> <li>● Work to create a SMART goal for Cultural Proficiency at</li> </ul>



	<p><b>Reflection (Action Steps Completed/ Data):</b></p>		<p>Tijeras Creek</p>
		<p>CPT to provide list of various activities for the months of the school year</p>	<ul style="list-style-type: none"> <li>List of activities provided to all staff in October 2022</li> <li>Over 75% of classes participated in black history month recognition of MLK and other famous black Americans</li> </ul>



School: Viejo ES

**Cultural Proficiency Goal:** Students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the California Healthy Kids Annual Survey and PBIS data. We will review the third pillar of dual language education with staff and students to help with the understanding of sociocultural competence.

**Action Steps:**

- Counselor led lesson from second step.
- Develop and administer SEL survey for 2nd-5th grade students based on questions from California Healthy Kids Survey.
- PBIS presentation to students twice a year and a reminder message in a weekly video.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Maintain or decrease the number of referrals	Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Maintain or decrease the number of referrals	<ul style="list-style-type: none"> <li>● PBIS presentation to students twice a year and a reminder message in a weekly video.</li> <li>● Counselor led lesson from second step.</li> </ul>
Decrease or maintain the number of suspensions for the year.	Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decrease or maintain the number of suspensions for the year.	<ul style="list-style-type: none"> <li>● PBIS presentation to students twice a year and a reminder message in a weekly video.</li> <li>● Counselor led lesson from second step.</li> </ul>
	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>		



School: Vista Del Mar ES

**Cultural Proficiency Goal:** As measured by locally created CFAs and the California Healthy Kids Survey, school climate indicators (School Connectedness, Caring Relationships, and Social Emotional Support) will increase by 5%

**Action Steps:**

- Counseling team goals tied to site goals
- Second Step lessons taught monthly
- Baseline behavior referral information
- Student/Parent Surveys (pre/post)
- CHKS
- PBIS student connectedness implementation

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Lower behavior office referrals	Partially Met Reflection (Action Steps Completed/ Data):	Lower behavior office referrals	<ul style="list-style-type: none"> <li>● PBIS student connectedness implementation</li> </ul>
Reduced counseling referrals	Partially Met Reflection (Action Steps Completed/ Data):	Reduced counseling referrals	<ul style="list-style-type: none"> <li>● PBIS student connectedness implementation</li> </ul>
Measure student connectedness by Survey Responses	Partially Met Reflection (Action Steps Completed/ Data):	Measure student connectedness by Survey Responses	<ul style="list-style-type: none"> <li>● Counseling team goals tied to site goals</li> <li>● Second Step lessons taught monthly</li> <li>● Baseline behavior referral information</li> <li>● Student/Parent Surveys (pre/post)</li> <li>● CHKS</li> <li>● PBIS student connectedness implementation</li> </ul>



School: Wagon Wheel ES

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by participation in the CHKS and PBIS implementation surveys.

**Action Steps:**

- Counselor provides Tier I, II, III MTSS supports
- PBIS leadership team monthly meetings
- School-wide PBIS lessons 2x per year
- PBIS Awards 5x per year
- Mustang Mercantile 4x per year - with feedback from students on merchandise/rewards
- Administer CHKS survey
- Facilitate & complete Implicit Bias training with teaching staff.
- Communication to students, staff, and families

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Increased participation in CHKS survey to receive report	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increased participation in CHKS survey to receive report	<ul style="list-style-type: none"> <li>● Communication to students, staff, and families</li> </ul>
Sustain CA PBIS coalition school-wide recognition of PBIS implementation.	Met <b>Reflection (Action Steps Completed/ Data):</b>	Sustain CA PBIS coalition school-wide recognition of PBIS implementation.	<ul style="list-style-type: none"> <li>● Counselor provides Tier I, II, III MTSS supports</li> <li>● PBIS leadership team monthly meetings</li> <li>● School-wide PBIS lessons 2x per year</li> <li>● PBIS Awards 5x per year</li> <li>● Mustang Mercantile 4x per year - with feedback from students on merchandise/rewards</li> </ul>



<p>Increase student connectedness known by CHKS</p>	<p>Partially Met ▾  <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increase student connectedness known by CHKS</p>	<ul style="list-style-type: none"> <li>• Counselor provides Tier I, II, III MTSS supports</li> <li>• PBIS leadership team monthly meetings</li> <li>• School-wide PBIS lessons 2x per year</li> <li>• PBIS Awards 5x per year</li> <li>• Mustang Mercantile 4x per year - with feedback from students on merchandise/rewards</li> </ul>
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**School:** Wood Canyon ES

**Cultural Proficiency Goal:** Through integration of social-emotional learning into school-wide practices and instruction, all students and staff are creating an equitable learning environment. Through these social-emotional learning opportunities, in addition to other specific strategies, competitions, and parent engagement workshops we will see an increase in attendance from 92% to 95% or higher.

**Action Steps:**

- Full time School Counselor
- Examine Healthy Kids Survey data
- Second Step lessons in all classrooms - monthly
- Coffee with the Counselor - monthly
- Staff trainings/workshops to help teachers understand our student make up
- PBIS Tickets
- Counseling (individual/group)
- Restorative practices training
- No Place For Hate Program (Year 1)
- Utilize Restorative Justice
- PBIS recognition every Friday
- Attendance/tardy competitions (monthly)
- Attendance/tardy tracking (PAC)
- Parent Engagement Workshop
- Examine Dataquest data
- Staff trainings/workshops to increase their knowledge of cultural proficiency
- Restorative practices
- Work with PTA to build school connection
- Monthly Counselor Reports/Updates
- End of the year counseling report



Success Indicators (determine progress toward CP goals):

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Monthly Counselor Reports/Updates	<p>Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Supporting student SEL with 2nd step and CP lessons	<ul style="list-style-type: none"> <li>Monthly Counselor Reports/Updates</li> </ul>
Increase in Attendance/Decrease in Tardies	<p>Partially Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Increase in Attendance/Decrease in Tardies	<ul style="list-style-type: none"> <li>Coffee with the Counselor - monthly</li> <li>Staff trainings/workshops to help teachers understand our student make up</li> </ul>
Healthy Kids Survey Data	<p>Partially Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Increase student Connectedness measured Healthy Kids Survey Data	<ul style="list-style-type: none"> <li>Staff trainings/workshops to help teachers understand our student make up</li> <li>PBIS Tickets</li> <li>Counseling (individual/group)</li> <li>Restorative practices training</li> <li>No Place For Hate Program (Year 1)</li> <li>Utilize Restorative Justice</li> <li>PBIS recognition every Friday</li> </ul>
End of the year counseling report	<p>Met <input type="checkbox"/></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Lower SEL and office referrals	<ul style="list-style-type: none"> <li>End of the year counseling report</li> </ul>



# Middle Schools



**School:** Aliso Viejo MS

**Cultural Proficiency Goal:** Schoolwide SEL/CP Goal: All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by the CHKS. By June of 2022 AVMS will have an increased percentage goal of agree or strongly agree in the CHKS areas of School Connectedness, Academic Motivation, and Meaningful Participation.

**Action Steps:**

- PBIS
- 5 STAR
- Student of the Month
- Positive Phone Calls Home
- Asset Building
- HUG
- Clubs/groups
- PAL is training peer assistance
- CHKS Survey
- Complete staff Implicit Bias Training
- Blue Ribbon (kindness Week)
- Develop a Principal Round Table that is diverse and meets monthly to get student input and feedback as well as developing ideas to celebrate more students
- Restorative practices to resolve conflicts
- RISE academy put on by guidance staff
- Assess supports/interventions for subgroups (504, SpEd. EL)
- Falcon Service Award; increase participation

**Success Indicators (determine progress toward CP goals):**



2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Pre-post surveys for students in group counseling cohorts	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	Pre-post surveys for students in group counseling cohorts	Data reflecting that student participation decreases in student SEL referrals. Decrease by 10%. Entries in Aeries.
Discipline data improving throughout the year	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	Decrease in student referrals/suspensions	Restorative practices to resolve conflicts in and outside the classroom
Students receiving SST/504/IEP support as a result of referral process, with improved academic outcomes	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	Student data (iReady, SBAC or CFA)	Assess supports/interventions for subgroups (504, SpEd, EL). Direct interventions by Depts to address content needs
Reinstate Falcon Service Award	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	Participation of Falcon Service Award	Increase participation of students by 10%. Actively recruit throughout the school year.
Reinstate Student of the Month Recognition	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	Continue HUG participation	Teachers, counselors and administration establish HUG partnership with students for additional support. Check Ins.
Analysis of iReady results for targeted students/subgroups (improved)	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	Student Voice to increase participation on campus	Develop a Principal Round Table that is diverse and meets monthly to get student input and feedback as well as developing ideas to celebrate more students
Completion of Implicit Bias training for Staff	<p><span>Met</span> <b>Reflection (Action Steps Completed/ Data):</b></p>	PBIS- Acknowledge students for positive behavior	Staff use the 5 Star system to reward students throughout the school day for positive behavior in and outside the classroom.



<p>Increase in growth in the the 2022 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness</p>	<p>Met <input type="checkbox"/> <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increase in growth in the the 2023 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness</p>	<p>Review last year's data and address areas of concerns with staff. Staff will continue and improve cultural, and SEL lessons to improve safety and inclusivity on campus.</p>
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**School:** Bernice Ayer MS

**Cultural Proficiency Goal:** Schoolwide SEL/CP Goal: Increase the percentage of subgroup representation in Accelerated Courses and Leadership Electives, while at the same time decreasing disciplinary infractions of student subgroups.

**Action Steps:**

- Analyze current subgroup data for Accelerated Classes, Leadership Classes, and disciplinary infractions.
- Engage staff members in conversations about equity and implicit bias through the lens of current data sets such as Discipline, Grades, Iready scores, SBA scores, CFA scores.
- Research practices that support this goal.
- Present these practices formally and informally.
- Build consensus on site-wide adopted practices and begin implementation.
- Speak through others as a tool to infiltrate the informal school culture with an equity focus.

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
See an increase in subgroup representation in Accelerated Classes and all Leadership Classes.	Met <input type="checkbox"/> <b>Reflection (Action Steps Completed/ Data):</b>	See an increase in subgroup representation in Accelerated Classes and all Leadership Classes.	<ul style="list-style-type: none"> <li>● Research practices that support this goal.</li> <li>● Present these practices formally and informally.</li> </ul>
See an increase in student achievement scores on Iready, SBA, as well as site grades that demonstrate students are ready for accelerated classes	Met <input type="checkbox"/> <b>Reflection (Action Steps Completed/ Data):</b>	See an increase in student achievement scores on Iready, SBA, as well as site grades that demonstrate students are ready for accelerated classes	<ul style="list-style-type: none"> <li>● Build consensus on site-wide adopted practices and begin implementation.</li> <li>● Speak through others as a tool to infiltrate the informal school culture with an equity focus.</li> </ul>
See a decrease in discipline assigned to subgroup demographics.	Met <input type="checkbox"/> <b>Reflection (Action Steps Completed/ Data):</b>	See a decrease in discipline assigned to subgroup	<ul style="list-style-type: none"> <li>● Engage staff members in conversations about equity and implicit bias through the lens of current data sets such as Discipline,</li> </ul>



<p>Complete all modules of Implicit Bias Training</p>	<p>Met <input type="checkbox"/> <b>Reflection (Action Steps Completed/ Data):</b></p>			<p>demographics.</p>	<p>Complete all modules of Implicit Bias Training</p>	<p>Grades, Iready scores, SBA scores, CFA scores.</p>	<ul style="list-style-type: none"> <li>Engage staff members in conversations about equity and implicit bias through the lens of current data sets such as Discipline, Grades, Iready scores, SBA scores, CFA scores.</li> </ul>
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**School:** Don Juan Avila MS

**Cultural Proficiency Goal:** The staff will use knowledge of implicit bias to collaborate on specifically improving site-wide student connectedness as measured in the 2021 CA Healthy Kids Survey and student survey produced by counselors and Cultural Proficiency team.

2022-2023 Goal- Increase in growth in the the 2023 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness  
Increase by 3% on school wide needs assessment survey in the areas of meaningful participation, caring adult relationships, school connectedness

**Action Steps:**

- Analysis by site leadership of 2021 California Healthy Kids Survey (CHKS) data with leadership in areas of Meaningful Participation, Caring Adult Relationships, School Connectedness, Expectations and Caring Relationships
- Cultural Proficiency Committee
  - Committee meets monthly
  - Committee meets quarterly with parent groups
  - Meet quarterly with student groups
  - Cultural Proficiency committee provides monthly tips to staff during staff meeting to connect with students
  - Cultural proficiency committee lead work with administration to provide continued staff training on cultural proficiency and implicit bias (training #3 and #4).
  - Work to provide survey to students, staff and families to measure school connectedness
- Counseling staff provide specific targeted lesson related to Social and Emotional learning through Bronco+ and in class lessons.
- Continued work with No Place for Hate lessons
- Create document with the pronunciation of all students names to help make sure teachers and administration correctly say students names.
- PBIS committee
  - Meets monthly
  - Develop booster videos
  - Blue Ribbon Week
  - I Got Your Back Committee - anti bullying in conjunction with Blue Ribbon Week
- Principal Student Council
  - Meets monthly to get student input and feedback on specific areas
  - Group generates ideas to celebrate more students and works on solutions for identified areas
- PAL/ASB for school wide activities/events/ decorations/ announcements including Heritage Months



**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
<p>Increase in growth in the 2022 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness</p>	<p><b>Met</b> <span style="color: green;">▼</span></p> <p><b>Reflection (Action Steps Completed/ Data):</b>            In a vast majority of categories DJAMS improved compared to district average</p>	<p>Increase in growth in the 2023 CHKS data by 2% in areas of meaningful participation, caring adult relationships, school connectedness</p> <p>Increase by 3% on school wide needs assessment survey in the areas of meaningful participation, caring adult relationships, school connectedness</p>	<p>Analysis by site leadership of 2023 California Healthy Kids Survey (CHKS) data with leadership in areas of Meaningful Participation, Caring Adult Relationships, School Connectedness, Expectations and Caring Relationships</p> <ul style="list-style-type: none"> <li>● Cultural Proficiency Committee               <ul style="list-style-type: none"> <li>○ Committee meets monthly</li> <li>○ Cultural Proficiency committee provides monthly tips to staff during staff meeting to connect with students</li> <li>○ Cultural proficiency committee lead work with administration to provide continued staff training on cultural proficiency</li> <li>○ Work to provide survey to students, staff and families to measure school connectedness</li> </ul> </li> <li>● Counseling staff provide specific targeted lesson related to Social and Emotional learning through Bronco+ and in class lessons.</li> <li>● Continued work with No Place for Hate lessons               <ul style="list-style-type: none"> <li>● Create document with the pronunciation of all students names to help make sure teachers and administration correctly say students names.</li> </ul> </li> <li>● PBIS committee</li> </ul>



	<ul style="list-style-type: none"> <li>○ Meets monthly</li> <li>○ Develop booster videos</li> <li>○ Blue Ribbon Week</li> <li>○ I Got Your Back Committee - anti bullying in conjunction with Blue Ribbon Week</li> <li>● Principal Student Council</li> <li>○ Meets monthly to get student input and feedback on specific areas</li> <li>○ Group generates ideas to celebrate more students and works on solutions for identified areas</li> <li>● PAL/ASB for school wide activities/events/decorations/ announcements including Heritage Months</li> </ul>			
Student/parent feedback		Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Student/parent feedback	
Student/Parent surveys (pre/post)		Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Student/Parent surveys (pre/post)	
		Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>		



**School:** Ladera Ranch MS

**Cultural Proficiency Goal:** LRMS students will show a decrease in negative behavior by participating in various activities throughout the year that promote and teach acceptance through cultural proficiency.

**Action Steps:**

- Monthly PBIS meetings
- Activities (PAL, ASB, All-Star)
  - Cultural months
- Safe Zones
  - Lions Den
- Cultural Diversity Committee
  - Form a committee (parents, students, staff)
  - NPFH Pledge
- Community Unity
  - Make contact and discuss what we can do together.
- Student lunch group offerings for all students
- All abilities day rotations for 6th and 7th grade students in December.
- Student/parent survey feedback

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Meeting notes	Select ▾ Reflection (Action Steps Completed/ Data):	Increasing awareness of student needs	● Monthly PBIS meetings
Student/parent feedback	Select ▾ Reflection (Action Steps Completed/ Data):	Gaging needs from students and parents	● Student/parent survey feedback
Lions den transformation	Select ▾ Reflection (Action Steps Completed/ Data):	Lions den transformation	
Feedback from all abilities	Select ▾ Reflection (Action Steps Completed/ Data):		● Student/parent survey feedback



Data (lunch groups)	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>		<ul style="list-style-type: none"> <li>• Student lunch group offerings for all students</li> <li>• All abilities day rotations for 6th and 7th grade students in December.</li> </ul>
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School: Las Flores MS

**Cultural Proficiency Goal (2021-22):** LFMS students and staff will grow in their understanding of being culturally proficient as measured by pre/post surveys targeting social-emotional well-being and implicit biases. Achievement goal of 95% participation in all surveys and analysis of CHKS data.

**Cultural Proficiency Goal (2022-23):** LFMS students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by our school culture pre and post surveys by the end of the 2022-23 school year.

**Action Steps (2021-22):**

- PBIS Tier 1 and Tier 2 meetings
  - Discipline analysis
  - Survey Analysis
- Intervention Team Meetings
  - Academic support and strategies analysis
- Activities (PAL/ASB/Guidance) that support awareness of cultures and community
- Bear Den Counseling
- CHKS Survey
- Counseling Dept Pre-Post Surveys through class lessons throughout the year

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Discipline data improving throughout the year	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 2px; display: inline-block; background-color: #fff9c4;">Partially Met ▾</div> <p><b>Reflection (Action Steps Completed/ Data):</b></p> <ul style="list-style-type: none"> <li>● Increase in referrals for Social/Emotional and Bullying needs</li> <li>● Increase in student conflict -&gt; increased conflict mediations/restorative circles</li> <li>● Increased restorative consequences, decreased punitive consequences</li> </ul>	BEAR Time Discipline Data counts to decrease by 25% from 395 to 300 for 2nd Semester	<ul style="list-style-type: none"> <li>● Refocus Bear Time implementation efforts           <ul style="list-style-type: none"> <li>○ Counselors and Administrator added to supervision for the first 3 weeks</li> <li>○ Administrators continue to supervise after Week 3</li> <li>○ Coverage zones, rewarding student planners Out at passing; responsive to student issues</li> </ul> </li> </ul>

<p>Students receiving SST/504/IEP support as a result of referral process, with improved academic outcomes</p>	<p><b>Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p> <ul style="list-style-type: none"> <li>Increased initials for 504's and IEP's</li> <li>Increased SST counts and meetings</li> </ul>	<p>Increased Cultural Proficiency Events and recognitions by 5 events</p>	<ul style="list-style-type: none"> <li>Develop events that celebrate our cultural diversity</li> <li>Public posts/messages</li> </ul>
<p>Analysis of iReady results for targeted students/subgroups (improved)</p>	<p><b>Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p> <ul style="list-style-type: none"> <li>Data collected and distributed to ILT             <ul style="list-style-type: none"> <li>BOY, MOY, EOY</li> </ul> </li> <li>Used data (along with grade data) to determine student support needed through MTSS (ie, additional elective, SST, 504, IEP?)</li> </ul>	<p>School culture pre/post survey (CHKS and SEL Lessons) - show positive increase in results from pre to post</p>	<ul style="list-style-type: none"> <li>Develop more surveys to gather student input</li> <li>Make data-based decisions to create goals</li> </ul>
<p>Increase survey data responses (95%)</p>	<p><b>Partially Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p> <ul style="list-style-type: none"> <li>Some surveys reached 95% and others did not</li> </ul>	<p>Representation of school diversity reflected in application-based electives</p>	<ul style="list-style-type: none"> <li>2021-22 Diversity percentages</li> <li>Observe 2022-23 percentages</li> <li>Look for ways to encourage under-represented groups to apply</li> </ul>
<p>Increased indicators on connectedness, understanding, biases, and belonging through survey data</p>	<p><b>Partially Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p> <ul style="list-style-type: none"> <li>CHKS survey provided</li> <li>BEAR Time survey provided to Staff and Students</li> <li>Need to analyze data and use to make changes for 22-23 school year</li> </ul>	<p>SEL lessons for staff in understanding students</p> <ul style="list-style-type: none"> <li>Best practices</li> <li>Strategies</li> <li>How to's</li> </ul>	<ul style="list-style-type: none"> <li>Design PD's focused on understanding and implementing site CP Goal</li> </ul>
<p>Completion of Implicit Bias training for Staff</p>	<p><b>Met</b></p> <p><b>Reflection (Action Steps Completed/ Data):</b></p> <ul style="list-style-type: none"> <li>Completed Lessons 3 and 4 during Staff Meeting</li> </ul>		



School: Marco Forster MS

**Cultural Proficiency Goal:** Student demographics in electives classes, advanced classes, and intervention classes will be reflective of the school-wide demographics.

**Action Steps:**

- Analyze school wide demographic data for electives classes, advanced courses, and intervention courses
- Implicit bias training
- Electives develop a school-wide selection criteria by the end of the school year
- Math and ELA meet to discuss placement criteria in advanced classes by end of school year
- SPED team meet to discuss placement in SPED classes and clearly define the continuum of services
- Develop a welcoming and equitable school climate

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Changes in demographic data for electives, advanced, and intervention courses	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Changes in demographic data for electives, advanced, and intervention courses	<ul style="list-style-type: none"> <li>● Analyze school wide demographic data for electives classes, advanced courses, and intervention courses</li> <li>● Implicit bias training</li> </ul>
Re-evaluation of criteria for various classes	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Re-evaluation of criteria for various classes	<ul style="list-style-type: none"> <li>● Analyze school wide demographic data for electives classes, advanced courses, and intervention courses</li> <li>● Implicit bias training</li> </ul>
Equitable policies and procedures for advanced placement in classes	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Equitable policies and procedures for advanced placement in classes	<ul style="list-style-type: none"> <li>● SPED team meet to discuss placement in SPED classes and clearly define the continuum of services</li> <li>● Develop a welcoming and equitable school climate</li> </ul>



**School:** Newhart MS

**Cultural Proficiency Goal:** Develop student decision-making, time management, organization, and interpersonal skills to establish and maintain positive relationships in personal, school, and community settings

**Action Steps:**

- Review all pertinent data
- PBIS Committee meets to develop refresher lessons
- Increase number of students participating in Panther -Pride Awards (volunteer) project
- Increase use of 12 Community of Character Qualities
- PLC Coach and admin team deliver implicit bias modules to staff
- Counselors deliver Second Step and SOS lessons by subject, in classrooms
- Increase PAL and ASB connection with STEPS students
- Involve students at large in the Monday Message
- Refine student recognition programs; focus, scope, process
- Involve a diverse group of students in Operation Clean Slate
- Continue to refine intervention (PAWS) expectations, procedures, and outcomes
- Increase counseling support
- Discipline Committee meets, sets goals, action steps and plans, works collaboratively with the PBIS Committee

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Number of students receiving a Panther Pride award compared to previous years.	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Number of students receiving a Panther Pride award compared to previous years.	<ul style="list-style-type: none"> <li>● Increase PAL and ASB connection with STEPS students</li> <li>● Involve students at large in the Monday Message</li> <li>● Refine student recognition programs; focus, scope, process</li> <li>● Continue to refine intervention (PAWS) expectations, procedures, and outcomes</li> </ul>



<p>Feedback/exit ticket after implicit bias training</p>	<p><b>Met</b>   <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Feedback/exit ticket after implicit bias training</p>	<ul style="list-style-type: none"> <li>• PLC Coach and admin team deliver implicit bias modules to staff</li> </ul>
<p>Second Step and SOS data from counselors</p>	<p><b>Met</b>   <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Second Step and SOS data from counselors</p>	<ul style="list-style-type: none"> <li>• Counselors deliver Second Step and SOS lessons by subject, in classrooms</li> </ul>
<p>Feedback and collaboration among teachers with typical peers and STEPS students</p>	<p><b>Met</b>   <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Feedback and collaboration among teachers with typical peers and STEPS students</p>	<ul style="list-style-type: none"> <li>• Increase PAL and ASB connection with STEPS students</li> <li>• Increase counseling support</li> </ul>
<p>Refined Student of the Quarter assemblies incorporating behavior (ROAR) and academics (Honor Roll).</p>	<p><b>Met</b>   <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Refined Student of the Quarter assemblies incorporating behavior (ROAR) and academics (Honor Roll).</p>	<ul style="list-style-type: none"> <li>• Continue to refine intervention (PAWS) expectations, procedures, and outcomes</li> <li>• PBIS Committee meets to develop refresher lessons</li> <li>• Increase number of students participating in Panther -Pride Awards (volunteer) project</li> </ul>



School: Niguel Hills MS

**2022-2023 Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by CHKS results and student and staff survey produced by counselors and Cultural Proficiency team, so that at least 80% of students feel connected at school.

**2022-2023 Action Steps:**

- Analysis by site leadership of 2022 California Healthy Kids Survey (CHKS) data with leadership in areas of Meaningful Participation, Caring Adult Relationships, School Connectedness, Expectations and Caring Relationships
  - At our school site, we strive to assess cultural knowledge by collecting data through surveys. By collecting data from CHKS and similar surveys, we are then able to institutionalize cultural knowledge by rethinking our school policies that address educational inequities, close access, opportunities, and achievement gaps.
  - Share data and Cultural Proficiency plan with staff connecting the plan to School Mission, Vision, Values
  - Leadership and administration analyze counseling and discipline data throughout the year looking for inequities to be addressed. To manage the dynamics of differences on our campus, leadership and administration analyze counseling and discipline data throughout the year for inequities to be addressed.
- Surveys conducted in the beginning of the year and close to the end of year for data collection and analysis. Focusing on school connectedness.
  - At our school site, we strive to assess cultural knowledge by collecting data through surveys. By collecting data from CHKS and similar surveys, we are then able to institutionalize cultural knowledge by rethinking our school policies that address educational inequities, close access, opportunities, and achievement gaps. (Same as above)
  - Staff creates and administers surveys during each semester.
  - Surveys will be for students, staff and parents
- Cultural Proficiency Committee
  - Through our cultural proficiency committee, we are able to showcase to all members that we value diversity by highlighting all cultures and educate others on cultural figures and traditions.
  - Committee meets regularly to plan heritage month activities.
  - Cultural Proficiency committee provides monthly tips to staff during staff meetings to connect with students.
  - Connect 10 focuses on students who need a school connection.
  - Cultural Proficiency team continues with training at District level.
  - Staff meetings will have a focused portion dedicated to what has been shared in Cultural Proficiency trainings.
- Counseling staff provide specific targeted lesson related to Social and Emotional learning through PE
- Implementation of a Wellness Center on Campus of all staff and students
- PBIS committee



- Meets monthly
- Develop booster videos
- Blue Ribbon Week
- PAL Class - anti bullying in conjunction with Blue Ribbon Week
- PAL/ASB for school wide activities/events.
- Leadership classes represent school diversity **(For our site disparities, we are looking at managing the dynamics of difference by having a population of students who come from all backgrounds to join leadership classes.)**

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Increase in growth in the 2022 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness:	Partially Met <b>Reflection (Action Steps Completed/ Data):</b> Meaningful participation = increase 6% (30% in 2022) <u>Caring adult relationships = decrease to 3% (61% in 2022)</u> School Connectedness = increase of 8% (69% in 2022)	Increase in growth in the 2023 CHKS data in areas of meaningful participation, caring adult relationships, school connectedness.	<ul style="list-style-type: none"> <li>● Share data and Cultural Proficiency plan with staff connecting the plan to School Mission, Vision, Values</li> <li>● Leadership and administration analyze counseling and discipline data throughout the year looking for inequities to be addressed.</li> </ul>
Student/parent feedback	Partially Met <b>Reflection (Action Steps Completed/ Data):</b> Student Needs Assessment <ul style="list-style-type: none"> <li>● Top Concerns for 6th Grade:               <ul style="list-style-type: none"> <li>○ 43% College and Career: Exploring Career Pathways</li> <li>○ 38% College and Career: Planning for My Future</li> <li>○ 38% Personal Concerns: Staying Connected/Making Friends</li> </ul> </li> <li>● Top Concerns for 7th Grade:               <ul style="list-style-type: none"> <li>○ 47% Personal Concern: Staying</li> </ul> </li> </ul>	Surveys conducted in the beginning of the year and close to the end of year for data collection and analysis. Focusing on school connectedness.	<ul style="list-style-type: none"> <li>● Staff creates and administers surveys during each semester.</li> <li>● Surveys will be for students, staff and parents</li> </ul>

<p>Student/Parent surveys (pre/post) (<i>counseling surveys</i>)</p>	<p>Motivated</p> <ul style="list-style-type: none"> <li>○ 38% College and Career: Exploring Career Pathways</li> <li>○ 38% Personal Concerns: Staying Connected/Making Friends</li> <li>● Top Concerns for 6th Grade: <ul style="list-style-type: none"> <li>○ 48% College and Career: Exploring Career Pathways</li> <li>○ 47% College and Career: Planning for My Future</li> <li>○ 44% College and Career: College Admissions Requirements or Selecting a College Major</li> </ul> </li> <li>● What Helps Students Feel Connected at School: <ul style="list-style-type: none"> <li>○ 24.1% ASB/PAL/School events and activities</li> <li>○ 39.5% Teachers &amp; other staff</li> <li>○ 7.3% Counselor Lessons</li> <li>○ 5.4% Meeting Individually with Counselors</li> <li>○ 5.2% Meeting in Small Groups with Counselors</li> <li>○ 12.1% School Social Media Communications</li> <li>○ 62.5% Going to Classes</li> <li>○ 90.2% Break/Lunch with Peers</li> </ul> </li> </ul>	<p>Cultural Proficiency Committee made up of staff.</p>	<ul style="list-style-type: none"> <li>● Committee meets regularly to plan heritage month activities.</li> <li>● Cultural Proficiency committee provides monthly tips to staff during staff meetings to connect with students.</li> </ul>
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<ul style="list-style-type: none"> <li>• Connect 10 focuses on students who need a school connection.</li> <li>• Cultural Proficiency team continues with training at District level.</li> <li>• Staff meetings will have a focused portion dedicated to what has been shared in Cultural Proficiency trainings.</li> </ul>			<ul style="list-style-type: none"> <li>• Counseling staff will identify lessons based on student needs survey</li> <li>• Schedule lessons with PE department</li> </ul>
<ul style="list-style-type: none"> <li>• Partner with OCDE and CHOC on establishment of a Wellness center on campus.</li> <li>• Promote availability and purpose to students and staff</li> </ul>	<p>Counseling staff provide specific targeted lesson related to Social and Emotional learning through PE for all students</p>	<p>Implementation of a Wellness Center on Campus of all staff and students</p>	<ul style="list-style-type: none"> <li>• Meets monthly</li> <li>• Develop booster videos</li> <li>• Blue Ribbon Week</li> <li>• PAL Class - anti bullying in conjunction with Blue Ribbon Week</li> </ul>
<p>Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b> We have baseline data now from last year and we will be analyzing it to make changes to address areas of concern.</p>	<p>PBIS committee to focus on positive behavior supports</p>	<p>PAL/ASB for school wide activities/events.</p>	<ul style="list-style-type: none"> <li>• Increased student participation in events</li> <li>• Promotes school connections</li> <li>• Leadership classes represent school diversity in student makeup.</li> </ul>
<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>			
<p>Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b> We looked at recruiting diverse student leadership groups but will continue this school year.</p>			



**School:** Shorecliffs MS

**Cultural Proficiency Goal:** Increase student connectedness to adults on campus. Decrease incidents of bullying on campus. Begin to address cultural proficiency on campus.

**Action Steps:**

- Identify faculty members to serve on a cultural proficiency task force.
- Reach out to parents, students, and staff to serve on a cultural proficiency task force.
- Identify goals of cultural proficiency task force. Including decrease in the number of bullying incidents related to race or racial language.
- Hold no less than two cultural proficiency task force meetings in the spring.
- Counselor led Second Step and CP lessons
- PBIS recognitions
- Complete all modules of Implicit Bias Training connectedness
- Aeries Discipline Dashboard reflects student connectedness efforts
- Student/ parent feedback (CHKS)
- Counselor Data presentation
- Counselor led individual and small group restorative practices and SEL interventions

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Complete all modules of Implicit Bias Training connectedness:	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increase staff cultural proficiency knowledge	<ul style="list-style-type: none"> <li>● Complete all modules of Implicit Bias Training connectedness</li> <li>● Identify goals of cultural proficiency task force. Including decrease in the number of bullying incidents related to race or racial language.</li> <li>● Hold no less than two cultural proficiency task force meetings in the spring.</li> </ul>
Increase in growth in the 2022 CHKS data in	Select <b>Reflection (Action Steps Completed/ Data):</b>	Increase in growth in the 2022 CHKS data	<ul style="list-style-type: none"> <li>● Counselor led individual and small group restorative practices and SEL interventions</li> </ul>



areas of meaningful participation, caring adult relationships, school connectedness:		in areas of meaningful participation, caring adult relationships, school connectedness:	<ul style="list-style-type: none"> <li>• PBIS recognitions</li> </ul>
Student/ parent feedback	<input type="button" value="Select"/> <b>Reflection (Action Steps Completed/ Data):</b>	Improve school inclusive systems and practices	<ul style="list-style-type: none"> <li>• Student/ parent feedback (CHKS)</li> </ul>
Aeries Discipline Dashboard	<input type="button" value="Select"/> <b>Reflection (Action Steps Completed/ Data):</b>	Decrease discipline referrals	<ul style="list-style-type: none"> <li>• Aeries Discipline Dashboard reflects student connectedness efforts</li> <li>• Counselor led Second Step and CP lessons</li> <li>• PBIS recognitions</li> </ul>
Student/ Parent surveys (pre/post)	<input type="button" value="Select"/> <b>Reflection (Action Steps Completed/ Data):</b>	Increased counselor SEL support for students	<ul style="list-style-type: none"> <li>• Counselor Data presentation</li> <li>• Counselor led individual and small group restorative practices and SEL interventions</li> </ul>



**School:** Vista del Mar MS

**Cultural Proficiency Goal:** As measured by locally created CFAs and the California Healthy Kids Survey, school climate indicators (School Connectedness, Caring Relationships, and Social Emotional Support) will increase by 5%

**Action Steps:**

- Counseling team goals tied to site goals
- Second Step lessons taught monthly
- Baseline behavior referral information
- Student/Parent Surveys (pre/post)
- CHKS
- PBIS student connectedness implementation

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Lower behavior office referrals	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Lower behavior office referrals	<ul style="list-style-type: none"> <li>● PBIS student connectedness implementation</li> </ul>
Reduced counseling referrals	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Reduced counseling referrals	<ul style="list-style-type: none"> <li>● PBIS student connectedness implementation</li> </ul>
Measure student connectedness by Survey Responses	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Measure student connectedness by Survey Responses	<ul style="list-style-type: none"> <li>● Counseling team goals tied to site goals</li> <li>● Second Step lessons taught monthly</li> <li>● Baseline behavior referral information</li> <li>● Student/Parent Surveys (pre/post)</li> <li>● CHKS</li> <li>● PBIS student connectedness implementation</li> </ul>



# High Schools



**School:** Aliso Niguel HS

**Cultural Proficiency Goal:** In order to build inclusive and safe communities where all students feel safe, included and respected, Aliso Niguel High School will complete a school-wide pledge and two school-wide activities to achieve the status of a No Place For Hate school.

**Action Steps:**

- ANHS Cultural Proficiency Team continues to meet on a regular basis to plan and implement activities to inform the students and staff.
- Work with the ADL and have two staff trainings per year during staff meetings to educate all staff.
- Implement the school wide activities that are required to be a No Place for Hate school.
- Reflect on the activities and work to improve and refine them.
- Counselor led CP lessons
- Increase PBIS led student connectedness approach
- Increase student participation in clubs, VAPA, and athletics

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Increase student connectedness	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increase student connectedness	<ul style="list-style-type: none"> <li>● Increase PBIS led student connectedness approach</li> <li>● Increase student participation in clubs, VAPA, and athletics</li> </ul>
ANHS becomes a No Place for Hate School by the end of the school year.	Partially Met <b>Reflection (Action Steps Completed/ Data):</b>	Increasing a sense of belonging and embracing diversity	<ul style="list-style-type: none"> <li>● Implement the school wide activities that are required to be a No Place for Hate school.</li> <li>● Counselor led CP lessons</li> </ul>



**School:** Cal Prep Academy

**Cultural Proficiency Goal:** (2021-2022) All students and staff will demonstrate self and collective Cultural Proficiency interest and value the diversity of our school community by June 2022

**Cultural Proficiency Goal:** (2022-2023) We will interact with our colleagues, students, families and our community as advocates for lifelong learning to effectively serve the educational needs of all cultural groups by promoting a positive school climate and culture as measured by our 2023 California Healthy Kids Survey in spring 2023.

**Action Steps:**

- Increase student and parent/guardian access to communication and information
- Promote a positive school climate and culture through schoolwide student activities
- Administer CHKS survey student and staff surveys (spring)
- Increase Tier I Support for all students
- Decrease Tier II and Tier III Referrals
- Increase Counselor to from 0.25 to 0.50 FTE (2022 goal)
- Increase Counselor support for all students
- Monitor Counselor meetings/student support (one-to-one counseling and small group.)

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Weekly/Monthly Counseling Meetings	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Partially Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b> 5% increase in the number of student/counselor meetings from 2020-2021 to 2021-2022	Increase students and parent access to communication and information	<ul style="list-style-type: none"> <li>● Revise Student Handbook. Provide a copy to all students during orientation.</li> <li>● Update Independent Study Agreement with parents and students to reflect MTSS supports and interventions</li> <li>● Include anti-bullying information during Parent/Student Information meetings and during student orientation</li> <li>● Reformat weekly parent newsletter (Cal Prep Weekly Update)</li> </ul>
MTSS Tier II and Tier III	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Not Met ▾</div>	Increase academic	<ul style="list-style-type: none"> <li>● Analyze D/F data for all students, EL, SWD,</li> </ul>

<p>Referrals</p>	<p><b>Reflection (Action Steps Completed/ Data):</b>            Increase in counseling referrals from 2020-2021 to 2021-2022  <a href="#">Link to Fall 2021 Final D/Fs</a>  <a href="#">Link to Spring 2022 Final Grades</a>  <a href="#">HS Spring 6 Week 21-22</a>  <a href="#">HS Spring 12 Week 21-22</a>  <a href="#">HS Spring Final Grades 21-22</a></p>	<p>achievement for all students            (Wasc Goal #1, #3)</p>	<p>SED via data walks  <a href="#">CPA 22-23 Rising 10-12 gr Ds Fs</a></p> <ul style="list-style-type: none"> <li>Analyze Spring 2022 SBA ELA and Math Data  <a href="#">Spring 2022 SBA ELA</a>  <a href="#">Spring 2022 SBA Math</a></li> <li>Utilize Data Protocol: Here' What, So What? and Now What?</li> <li>Use data walks to Expand MTSS Tier I, II, III supports and interventions  <a href="#">Cal Prep Academy MTSS Pyramid of Support</a></li> <li>Provide staff with professional development opportunities: <a href="#">Grading From the Inside Out</a> (WASC Goal #3)</li> </ul>
<p>CHKS student and staff surveys</p>	<p><b>Met</b> ▾  <b>Reflection (Action Steps Completed/ Data):</b>            Administered 2022 CHKS survey. Data will be reviewed, analyzed discussed at October 2022 staff meeting  <a href="#">CHKS 2021-2022</a> (Cal Prep)</p>	<p>Administer California Healthy Kids Surveys (CHKS)</p>	<ul style="list-style-type: none"> <li>Administer CHKS student and staff surveys in spring 2023</li> <li>Analyze harassment percentages and incidents</li> <li>Increase outreach and communication about CHKS survey responses via weekly school newsletter, SSC, parent/student information meetings, student leadership meetings, daily student announcements/homeroom</li> </ul>
<p>Counseling referrals</p>	<p><b>Not Met</b> ▾  <b>Reflection (Action Steps Completed/ Data):</b>            Increase in counseling referrals from 2020-2021 to 2021-2022</p>	<p>Promote a positive school climate and culture through student engagement activities</p>	<ul style="list-style-type: none"> <li>Actively engage students and staff in monthly schoolwide activities - Game Night, Friday Student Social, Virtual guessing jar - to promote healthy, positive school climate and culture</li> <li>Recognize student accomplishments</li> </ul>



			<p>(Principal Praise, Student Shout Outs)</p> <ul style="list-style-type: none"> <li>Utilize Restorative Practices, including Restorative Circles, to support students when resolving conflicts and to develop empathy.</li> </ul>
		<p>Increase student/counselor contact and support</p>	<ul style="list-style-type: none"> <li>Increase counseling position from 0.25 to 0.50 FTEs</li> <li>Hire counselor</li> <li>Structure counselor support (referrals, SEL &amp; academic support, one to one and small group meetings)</li> </ul>



School: Capistrano Valley HS

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community

**Action Steps:**

- Analysis by Task Force and site leadership of 2021 California Healthy Kids Survey (CHKS) data with leadership in areas of Caring Adult Relationships, High Expectations-adults in school, and School Connectedness.
- Task Force Committee
  - General Task Force meets monthly
  - Student Task Force board meets bi-monthly
  - Task Force board provides tips and suggestions to staff during leadership team meetings to connect with all students
  - Unity Week - second semester - to provide an opportunity for all students to learn more about inclusivity through open conversations with peers, teachers, and staff.
  - PBIS led connectedness activities
  - Increase student participation in clubs, VAPA, and athletics
  - Connect with Elementary and Middle feeder schools to assist and support their Task Force teams in providing students the support in all grade levels.
  - Investigate and find posters that more accurately reflect our student population - increase diversity in classroom posters.
- Counselors will develop and lead SEL lessons for the classroom.
- Counseling pre and post surveys from SEL lessons
- Increase both school and local community involvement in our school-led cultural appreciation events.
- Increase communication to parents about school activities and areas where parents can participate and partner with school

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
5% Increase in the CHKS 2022 data in areas of caring adult relationships, high expectations-adults in school, and school connectedness	<div style="border: 1px solid black; border-radius: 5px; padding: 2px; display: inline-block;">Partially Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	5% Increase in the CHKS 2022 data in areas of caring adult relationships, high expectations-adults in school, and school connectedness	<ul style="list-style-type: none"> <li>● Unity Week - second semester - to provide an opportunity for all students to learn more about inclusivity through open conversations with peers, teachers, and staff.</li> <li>● PBIS led connectedness activities</li> <li>● Increase student participation in clubs, VAPA, and athletics</li> </ul>

<p>Task Force Agendas and feedback from students and staff involved</p>	<p>Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Gain feedback from students to improve connectedness and diversity</p>	<ul style="list-style-type: none"> <li>• Student Task Force board meets bi-monthly</li> <li>• Task Force board provides tips and suggestions to staff during leadership team meetings to connect with all students</li> </ul>
<p>Counseling pre and post surveys from SEL lessons</p>	<p>Met ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Respond to students SEL needs</p>	<ul style="list-style-type: none"> <li>• Counselors will develop and lead SEL lessons for the classroom.</li> <li>• Counseling pre and post surveys from SEL lessons</li> <li>• Increase both school and local community involvement in our school-led cultural appreciation events.</li> </ul>
<p>Parent responses from CHKS 2022</p>	<p>Partially Met ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increase connectedness parent feedback in CHKS</p>	<ul style="list-style-type: none"> <li>• Analysis by Task Force and site leadership of 2021 California Healthy Kids Survey (CHKS) data with leadership in areas of Caring Adult Relationships, High Expectations-adults in school, and School Connectedness.</li> <li>• Connect with Elementary and Middle feeder schools to assist and support their Task Force teams in providing students the support in all grade levels.</li> <li>• Increase both school and local community involvement in our school-led cultural appreciation events.</li> <li>• Increase communication to parents about school activities and areas where parents can participate and partner with school</li> </ul>



School: Dana Hills HS

**Cultural Proficiency Goal:** Schoolwide SEL/CP Goal: Increase student and staff understanding of cultural proficiency to decrease micro aggressions, implicit bias, and acts of racism as evidenced by a decrease in referrals

**Action Steps:**

- Review cultural proficiency at “All Faculty Meetings”
- No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.
- Design activities for Hispanic Heritage and Black History Months.
- Safe Places identified by posters on classroom doors
- Meeting Safe Places identified by posters on classroom doors
- No Place for Hate Pledge.
- Instructional Leadership Team(Guiding Coalition) Agendas/notes
- Student/Staff Surveys
- Monthly Review discipline referral data
- Increase PBIS student connection and recognitions
- Encourage student participation in extracurricular activities
- Counselor led SEL and CP lessons
- Counselor individual and small groups responding to SEL needs

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
A decrease in referrals by 10% from 19-20 to 21-22.	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Partially Met ▾</div> <b>Reflection (Action Steps Completed/ Data):</b>	A decrease in referrals by 10%	<ul style="list-style-type: none"> <li>● Monthly Review discipline referral data</li> <li>● Increase PBIS student connection and recognitions</li> <li>● Encourage student participation in extracurricular activities</li> </ul>

<p>Healthy Kids Survey results for student connectedness</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>		<ul style="list-style-type: none"> <li>● Increase PBIS student connection and recognitions</li> <li>● Encourage student participation in extracurricular activities</li> <li>● Review cultural proficiency at "All Faculty Meetings"</li> <li>● No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.</li> <li>● Design activities for Hispanic Heritage and Black History Months.</li> <li>● Safe Places identified by posters on classroom doors</li> </ul>
<p>Counseling data</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Counselor data responding to SEL needs</p>	<ul style="list-style-type: none"> <li>● Counselor led SEL and CP lessons</li> <li>● Counselor individual and small groups responding to SEL needs</li> </ul>
<p>Instructional Leadership Team (Guiding Coalition) Agendas/notes</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Responding to diversity needs</p>	<ul style="list-style-type: none"> <li>● Review cultural proficiency at "All Faculty Meetings"</li> <li>● No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.</li> <li>● Design activities for Hispanic Heritage and Black History Months.</li> <li>● Safe Places identified by posters on classroom doors</li> </ul>



				<ul style="list-style-type: none"><li>• Meeting Safe Places identified by posters on classroom doors</li><li>• No Place for Hate Pledge.</li><li>• Student/Staff Surveys</li></ul>
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School: San Clemente HS

**Cultural Proficiency Goal:** Increase our student’s and staff’s understanding of cultural proficiency to decrease microaggressions, acts of implicit bias, and racism.

**Action Steps:**

- Continue to train our No Place for Hate Coalition in cultural proficiency and inclusion activities.
- Review cultural proficiency at “All Faculty Meetings”.
- No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.
- Have the entire school take the No Place for Hate Pledge.
- Implement 3 school-wide activities.
- Promote and encourage involvement in VAPA, athletics, and other extracurricular activities.
- Enhance our student recognition program and PBIS efforts
- Continue to promote staff to build relationships with students to meet their needs
- Design activities for Hispanic Heritage and Black History Months.
- Have focused meetings with English and Social Science to bring awareness and stop microaggressions and implicit bias in our curriculum.
- Counselors guide SEL and Cultural Proficiency Lessons
- Counselors guide individual and group counseling focused on SEL needs of students

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
A decrease in referrals by 10% from 19-20 to 21-22.	Select ▾ Reflection (Action Steps Completed/ Data):	A decrease in referrals by 10%	<ul style="list-style-type: none"> <li>• Enhance our student recognition program and PBIS efforts</li> <li>• Continue to promote staff to build relationships with students to meet their needs</li> </ul>
Healthy Kids Survey results	Select ▾ Reflection (Action Steps Completed/ Data):	Responding to student’s diversity needs (CHKS survey data)	<ul style="list-style-type: none"> <li>• Continue to train our No Place for Hate Coalition in cultural proficiency and inclusion activities.</li> </ul>

<ul style="list-style-type: none"> <li>● Review cultural proficiency at “All Faculty Meetings”.</li> <li>● No Place for Hate coalition meets monthly to create school-wide activities to address implicit bias, microaggressions, racism, and acts of hate on our campus.</li> <li>● Have the entire school take the No Place for Hate Pledge.</li> <li>● Implement 3 school-wide activities.</li> <li>● Promote and encourage involvement in VAPA, athletics, and other extracurricular activities.</li> <li>● Continue to promote staff to build relationships with students to meet their needs</li> <li>● Design activities for Hispanic Heritage and Black History Months.</li> </ul>			
<ul style="list-style-type: none"> <li>● Counselors guide SEL and Cultural Proficiency Lessons</li> <li>● Counselors guide individual and group counseling focused on SEL needs of students</li> </ul>	Respond to student mental health needs	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Counseling data



School: San Juan Hills HS

**Cultural Proficiency Goal:** Increase membership/participation in our Cultural Proficiency Task Force by 20% as compared to 2020/2021 school year. Additionally host 4 campus-wide cultural diverse and significant student events.

**Action Steps:**

- Host all staff meeting and training on empathetic campus and teaching practice to support including all students in to campus identity.
- Guide SJHHS Cultural Proficiency Task Force meetings
- Measured use of emphatic teaching skills during classroom observations.
- Fund and support Bridges Advisors, AVID Advisors.
- Supervise and publicize Club Rush
- Recruit Cultural Proficiency Task Force participation from PTSA and Principals Council
- Publicize Culturally Diverse images and student voices.
- Publicize the SJHHS Anti-Racist Statement and incorporate it into PBIS assemblies.
- Post Anti-Racist statement in each classroom and office.
- Host Unity Week
- Host Hispanic Heritage Month
- Host Black History Month
- Host Mental Health Week
- Minutes from Cultural Proficiency task Force Minutes
- Promote communication to parents and students via email, social media, school website, banners, etc.
- Counselor referral data
- Counselors guide SEL and Cultural Proficiency Lessons
- Counselors guide individual and group counseling focused on SEL needs of students
- Enhance our PBIS student recognition efforts

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Measured use of emphatic teaching skills during classroom observations.	Select ▾ Reflection (Action Steps Completed/ Data):	Foster student relationships and connections	<ul style="list-style-type: none"> <li>● Measured use of emphatic teaching skills during classroom observations.</li> </ul>

<p>Increased Student and PTSA membership in Cultural Proficiency Task Force.</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increased Student and PTSA membership in Cultural Proficiency Task Force.</p>	<ul style="list-style-type: none"> <li>● Promote communication to parents and students via email, social media, school website, banners, etc.</li> <li>● Recruit Cultural Proficiency Task Force participation from PTSA and Principals Council</li> </ul>
<p>20 social media posts representing diverse campus cultures, events and clubs for the 2021-2022 school year.</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Responding to diverse student needs</p>	<ul style="list-style-type: none"> <li>● 20 social media posts representing diverse campus cultures, events and clubs for the 2021-2022 school year.</li> <li>● Publicize Culturally Diverse images and student voices.</li> <li>● Publicize the SJHS Anti-Racist Stantment and incorporate into PBIS assemblies.</li> <li>● Post Anti-Racist stement in each classroo and office.</li> <li>● Host Unity Week</li> <li>● Host Hispanic Heritage Month</li> <li>● Host Black History Month</li> <li>● Host Mental Health Week</li> <li>● Minutes from Cultural Proficiency task Force Minutes</li> </ul>
<p>Minutes from Cultural Proficiency task Force Minutes</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>		
<p>Counselor referral data</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Respond to student SEL needs</p>	<ul style="list-style-type: none"> <li>● Counselor referral data</li> <li>● Counselors guide SEL and Cultural Proficiency Lessons</li> </ul>



			<ul style="list-style-type: none"> <li>• Counselors guide individual and group counseling focused on SEL needs of students</li> </ul>
Discipline data	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decreased discipline data	<ul style="list-style-type: none"> <li>• Enhance our PBIS student recognition efforts</li> </ul>
CHKS Data on inclusion and belonging	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	CHKS student Data on inclusion and belonging	<ul style="list-style-type: none"> <li>• Promote and encourage involvement in VAPA, athletics, and other extracurricular activities.</li> <li>• Enhance our PBIS student recognition efforts</li> <li>• Cultural Proficiency activities</li> </ul>



School: Tesoro HS

**Cultural Proficiency Goal:** All students and staff will demonstrate Social-Emotional health and value the cultural diversity of our community as measured by completion of implicit bias training, increased participation and support of the diversity coalition.

**Action Steps:**

- Train staff in recognizing implicit bias
- Introduce “No Place for Hate” schoolwide program
- Continue “Show you care” school wide focus
- Expand both student and staff participation in the diversity coalition
- Reimagine “Multicultural Week with the focus on multiculturalism, diversity awareness and acceptance
- Evaluation of multicultural week change
- Growth of Diversity Coalition
- Increase our PBIS student recognitions and student participation in clubs and extracurricular activities
- Continue to encourage staff to foster relationships with students
- Evaluate discipline data

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Evaluation of multicultural week change	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Respond to students knowledge of diversity	<ul style="list-style-type: none"> <li>● Evaluation of multicultural week change</li> <li>● Introduce “No Place for Hate” schoolwide program</li> <li>● Reimagine “Multicultural Week with the focus on multiculturalism, diversity awareness and acceptance</li> <li>● Growth of Diversity Coalition</li> </ul>



Completion of Implicit Bias training	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Increasing staff CP awareness	<ul style="list-style-type: none"> <li>• Train staff in recognizing implicit bias</li> </ul>
Growth of Diversity Coalition	Select ▾ <b>Reflection (Action Steps Completed/ Data):</b>	Decrease in referrals and/or reported instances of bullying	<ul style="list-style-type: none"> <li>• Increase our PBIS student recognitions and student participation in clubs and extracurricular activities</li> <li>• Continue to encourage staff to foster relationships with students</li> <li>• Evaluate discipline data</li> </ul>



School: Union HS

**Cultural Proficiency Goal:** Increase student and staff understanding of cultural proficiency to decrease micro aggressions, implicit bias, and acts of racism

**Action Steps:**

- Create Cultural Proficiency Task Force
  - Teacher, Staff, Admin, Student, Parent, Community involvement
- Create and support Cultural Proficiency discussion at All Staff
- Support and work with ASB to create Hispanic Heritage and Black History month acknowledgement
- Support and work with ASB to create LGBTQ+ inclusive practices and activities
- Collaborate with ELA/History departments to bring attention to implicit-bias built within curriculum
- Review Cultural Proficiency at All Staff (2nd semester)
- Decrease in Assertive Discipline entries by our continued efforts to build relationships with students
- Enhance communication efforts related to school activities and involvement opportunities vis social media, email, school website and visuals around the campus
- Continue to expand our PBIS student recognition focus

**Success Indicators (determine progress toward CP goals):**

2021/22	Goals Met , Reflection (Data)	2022/23	Action Steps
Create Cultural Proficiency Task Force	<div style="border: 1px solid black; padding: 2px; display: inline-block;">                     Select ▾                 </div> <p><b>Reflection (Action Steps Completed/ Data):</b></p>	Responding to student's diverse backgrounds	<ul style="list-style-type: none"> <li>● Create Cultural Proficiency Task Force                             <ul style="list-style-type: none"> <li>○ Teacher, Staff, Admin, Student, Parent, Community involvement</li> </ul> </li> <li>● Create and support Cultural Proficiency discussion at All Staff</li> <li>● Support and work with ASB to create Hispanic Heritage and Black History month acknowledgement</li> <li>● Review Cultural Proficiency at All Staff (2nd semester)</li> </ul>

<p>Teacher, Staff, Admin, Student, Parent, Community involvement</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Increase Teacher, Staff, Admin, Student, Parent, Community involvement</p>	<ul style="list-style-type: none"> <li>Collaborate with ELA/History departments to bring attention to implicit-bias built within curriculum</li> <li>Enhance communication efforts related to school activities and involvement opportunities vis social media, email, school website and visuals around the campus</li> <li>Continue to expand our PBIS student recognition focus</li> </ul>
<p>Review Cultural Proficiency at All Staff (2nd semester)</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>decrease in assertive discipline entries by 10%.</p>	<ul style="list-style-type: none"> <li>Decrease in Assertive Discipline entries by our continued efforts to build relationships with students</li> <li>Enhance communication efforts related to school activities and involvement opportunities vis social media, email, school website and visuals around the campus</li> <li>Continue to expand our PBIS student recognition focus</li> </ul>
<p>ASB to create Hispanic Heritage and Black History month acknowledgement</p>	<p>Select ▾ <b>Reflection (Action Steps Completed/ Data):</b></p>	<p>Foster growth of student-led, staff supported groups supporting our LGBTQIA+ population</p>	<ul style="list-style-type: none"> <li>continue efforts to build relationships with students</li> <li>Support and work with ASB to create LGBTQ+ inclusive practices and activities</li> </ul>